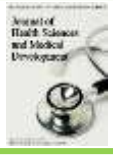
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Influence of Extracurricular Involvement on Stress Levels and Academic Achievement of College Students

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ABSTRACT

Higher education institutions are responsible not only for delivering academic instruction but also for fostering students' holistic development. In the Philippines, this responsibility is reinforced by the Commission on Higher Education (CHED) through policies supporting student engagement beyond the classroom. This study examined the influence of extracurricular involvement on stress levels and academic achievement among college students at Mindanao State University–Tawi-Tawi College of Technology and Oceanography (MSU TCTO). Specifically, it assessed students' participation in sports, arts, and academic clubs, measured their stress levels and academic performance, and investigated the relationships among these variables. A quantitative descriptive-correlational research design was employed involving 30 college students selected as respondents. Data were collected using a researcher-developed questionnaire and analyzed through descriptive statistics and Spearman's rank-order correlation. The findings indicated a high level of extracurricular involvement, with academic clubs recording the highest participation, followed by sports and arts activities. Students participating in sports reported low stress levels, whereas those engaged in arts and academic clubs experienced moderate stress. Overall, the respondents demonstrated good academic performance. Correlation analysis revealed no statistically significant relationship between extracurricular involvement and stress levels, nor between extracurricular involvement and academic achievement.

These findings suggest that participation in extracurricular activities supports students' leadership development, social interaction, creativity, and personal growth without compromising academic outcomes. The study concludes that extracurricular engagement remains an essential component of student development and recommends that higher education institutions continue strengthening extracurricular programs while providing comprehensive student support services that promote psychological well-being, balanced participation, academic success, and lifelong personal development.

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Keywords
Academic Achievement
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Introduction

The higher education institutions are not only responsible for providing academic instruction but also for promoting the holistic development of students. In the Philippines, this responsibility is emphasized by the Commission on Higher Education (CHED) through policies that support student development beyond the classroom. Specifically, CHED Memorandum Order (CMO) No. 9, series of 2013, highlights the importance of student affairs and services, including student organizations, leadership training, and extracurricular activities, in fostering students' intellectual, social, emotional, cultural, and physical development. This policy underscores the role of extracurricular engagement as an essential component of higher education that contributes to the formation of well-rounded graduates [1].

Extracurricular activities have long been recognized as important avenues for student development in higher education. These activities, which include sports, arts, and academic organizations, complement formal classroom learning by providing students with opportunities to develop leadership skills, teamwork, communication, creativity, and discipline. According to Astin's Student Involvement Theory, the level of student development is directly related to the amount of physical and psychological energy students invest in educationally purposeful activities. Students who are more actively involved in campus organizations and activities tend to experience greater academic success and personal growth [2].

Empirical studies also support the benefits of extracurricular participation. Correa-Fernandes et al. [3] found that extracurricular activities are associated with improved academic performance, increased self-esteem, and stronger institutional attachment among

students. Similarly, Kim et al. [4] emphasized that participation in organized student activities contributes to emotional, social, and educational development by enhancing engagement and interpersonal skills. These findings suggest that extracurricular involvement plays a significant role in shaping students' overall collegiate experience.

In addition to academic outcomes, extracurricular participation is also linked to students' psychological well-being, particularly stress levels. University students commonly experience stress due to academic workload, deadlines, examinations, financial concerns, and personal responsibilities. According to Wunsch et al. [5], stress is a prevalent issue among university students and may negatively affect academic performance and overall well-being. Engagement in physical and social activities, such as sports and student organizations, has been identified as a potential coping mechanism that may help reduce stress and improve mental health.

However, the relationship between extracurricular involvement and stress is not always straightforward. While participation in sports, arts, and academic clubs may provide relaxation, social support, and emotional expression, excessive involvement may also increase stress due to time pressure, role conflict, and competing academic demands. Lazarus and Folkman's Stress and Coping Theory explains that stress depends on how individuals appraise and manage environmental demands, suggesting that extracurricular involvement may either reduce or intensify stress depending on students' coping abilities and time management skills.

Similarly, extracurricular involvement may influence academic performance in both positive and negative ways. Studies such as Seow and Pan [6] found that student participation in extracurricular activities can enhance academic achievement by promoting discipline, motivation, and time management. However, they also noted that excessive participation may reduce study time, potentially leading to lower academic performance. This indicates that the effects of extracurricular involvement on academic outcomes may vary depending on the level and balance of participation.

Despite the growing body of literature on extracurricular involvement, stress, and academic performance, several gaps remain. First, existing studies present inconsistent findings regarding the effects of extracurricular participation on both stress and academic achievement, suggesting that the relationship may be context-dependent. Second, most available studies have been conducted in international settings, with limited focus on Philippine higher education institutions. Third, there is a lack of localized empirical evidence specifically examining college students in Mindanao State University – Tawi-Tawi College of Technology and Oceanography, particularly in relation to how participation in sports, arts, and academic clubs influences both stress levels and academic performance.

In the context of Tawi-Tawi, students of Mindanao State University – Tawi-Tawi College of Technology and Oceanography face unique academic and socio-cultural conditions that may influence both their engagement in extracurricular activities and their overall well-being. Tawi-Tawi, being a geographically isolated island province in the southern Philippines, presents distinct challenges such as limited access to educational resources, transportation constraints, and fewer recreational and institutional opportunities compared to urban universities. These conditions may affect how students participate in campus organizations and how they balance academic and non-academic responsibilities.

Moreover, the student population in MSU TCTO is culturally diverse, reflecting the rich heritage of Tawi-Tawi and surrounding communities. This diversity may influence students' interests, availability, and participation in extracurricular activities such as cultural performances, sports events, and academic organizations. At the same time, students may also experience varying levels of academic pressure depending on their socio-economic background and access to institutional support. These contextual factors make it important to examine whether existing findings from other settings apply to MSU TCTO students.

This gap is significant because universities need context-specific data to design effective student development programs and interventions. Without localized evidence, institutions may rely on foreign studies that may not fully reflect the lived experiences, cultural realities, and academic conditions of students in Tawi-Tawi. Understanding these relationships within MSU TCTO is particularly important for developing policies that promote balanced student engagement while ensuring academic success and psychological well-being.

Therefore, this study is conducted to determine the level of extracurricular involvement among college students in terms of sports, arts, and academic clubs, assess their stress levels and academic performance, and examine whether significant relationships exist among these variables. The findings of this study are expected to provide valuable insights for university administrators, faculty members, and student affairs practitioners in designing programs that promote holistic student development. Ultimately, this study contributes to the enhancement of student engagement policies aligned with CHED's goal of producing well-rounded and competent graduates.

This study determined the influence of extracurricular involvement on the stress levels and academic performance of college students at MSU TCTO during the academic year 2025–2026. Specifically, it sought to answer the following questions:

1. What is the level of college students involvement in extracurricular activities, specifically in terms of: Sports, Arts; and Academic Club
2. What are the stress levels of college students' involved in extracurricular activities in terms of Sports, Arts; and Academic club

3. What is the level of the academic performance of college students at MSU TCTO?
4. Is there a significant relationship between the level of extracurricular involvement and stress levels among college students?
5. Is there a significant relationship between the level of extracurricular involvement and academic achievement among college students?

Fig. 1 is the conceptual framework of the study showing the relationship between independent and dependent variables.

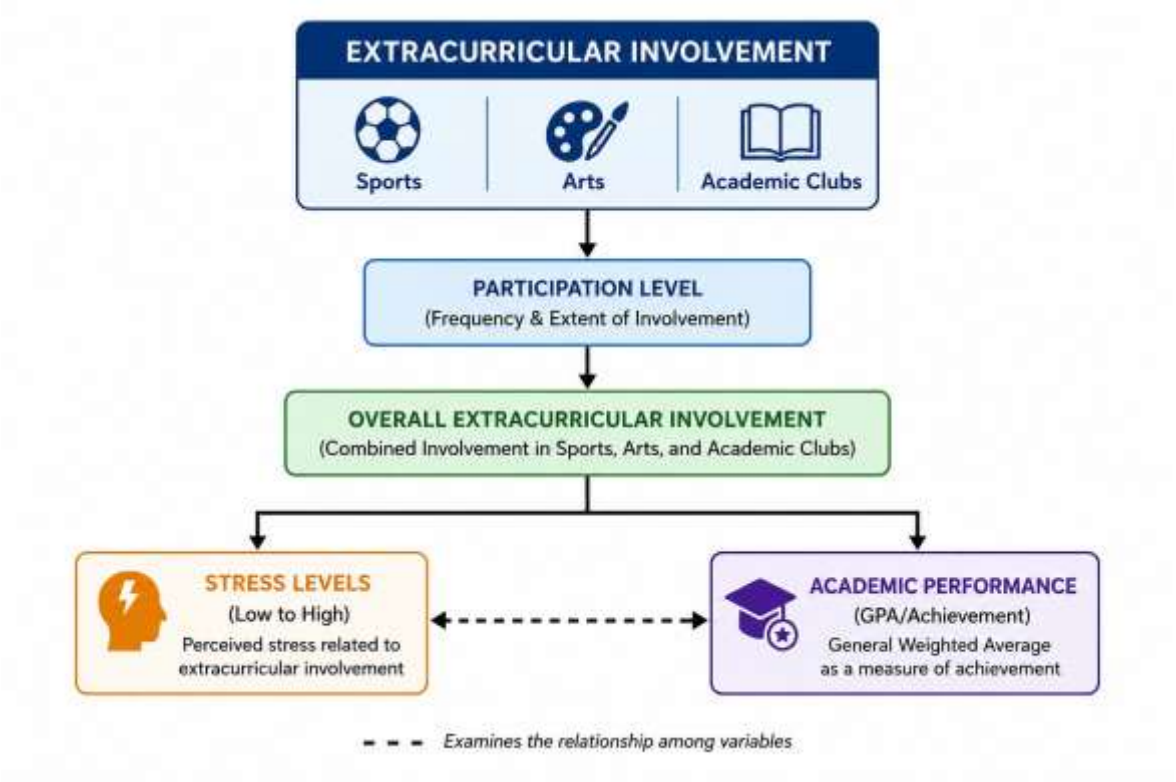


Fig. 1. Showing the Schematic Diagram of the Study

This study is anchored on the premise that students' participation in extracurricular activities contributes significantly to their overall development and may influence various aspects of their academic and personal lives. Extracurricular activities provide opportunities for students to engage in experiences beyond the classroom, fostering skills such as leadership, teamwork, communication, creativity, and time management. These experiences may have implications for students' psychological well-being and academic success.

The conceptual framework of this study illustrates the relationship between the level of extracurricular involvement and two important outcomes among college students of MSU TCTO: stress levels and academic performance. Specifically, the framework identifies extracurricular involvement as an independent variable, while stress levels and academic performance serve as the dependent variables. The framework assumes that varying degrees

of participation in extracurricular activities may influence students' ability to cope with academic demands and may likewise affect their academic achievement.

The independent variable, extracurricular involvement, is categorized into three dimensions: sports, arts, and academic clubs. Sports involvement refers to participation in athletic and physical activities that promote discipline, teamwork, and physical well-being. Arts involvement includes engagement in creative and cultural activities such as music, dance, theater, and visual arts, which provide avenues for self-expression and emotional development. Academic club involvement pertains to participation in organizations related to students' academic interests and professional growth, enabling them to develop leadership abilities, intellectual skills, and collaborative competencies.

The first dependent variable is stress level, which pertains to the degree of psychological, emotional, and mental pressure experienced by students. Participation in extracurricular activities may help reduce stress by providing recreational outlets, social support, and opportunities for personal fulfillment. However, excessive involvement may also contribute to increased stress due to additional responsibilities and time demands. Consequently, the study seeks to determine whether a significant relationship exists between extracurricular involvement and students' stress levels.

The second dependent variable is academic performance, which refers to the students' level of academic achievement as reflected in their grades or General Weighted Average (GWA). Participation in extracurricular activities may enhance academic performance by developing important skills such as time management, responsibility, perseverance, and motivation. Nevertheless, excessive participation may limit the time available for academic tasks, potentially affecting academic outcomes. Therefore, this study also examines whether a significant relationship exists between extracurricular involvement and academic performance.

Overall, the conceptual framework posits that the level of involvement in sports, arts, and academic clubs may influence both the stress levels and academic performance of college students. Through this framework, the study aims to determine the extent of students' extracurricular involvement, assess their stress levels and academic achievement, and establish whether significant relationships exist among these variables.

Methodology

A. Research Design and Participants

This study employed a quantitative correlational research design to examine the relationships among extracurricular involvement, perceived stress levels, and academic achievement of college students. A correlational design is appropriate when the purpose of the study is to determine the magnitude and direction of relationships among naturally occurring

variables without manipulating the research environment or introducing experimental treatments. This approach enables researchers to investigate whether variations in one variable are statistically associated with variations in another while preserving the authenticity of participants' experiences in their natural educational setting.

The study was conducted at Mindanao State University–Tawi-Tawi College of Technology and Oceanography (MSU–TCTO), located in Sanga-Sanga, Bongao, Tawi-Tawi, Philippines. The institution was selected because it encourages students to participate actively in sports, arts, and academic organizations as part of its holistic student development program. Such an environment provides an appropriate context for investigating how extracurricular engagement relates to students' psychological well-being and academic outcomes.

The respondents consisted of 30 undergraduate students enrolled during the Academic Year 2025–2026. Participants were selected using purposive sampling**,** a non-probability sampling technique in which respondents are chosen based on predefined criteria relevant to the objectives of the study. Eligible participants were officially enrolled college students, represented different academic programs and year levels, had varying degrees of involvement in extracurricular activities, and voluntarily agreed to participate in the study. Although the sample size was relatively small, it was considered adequate for providing preliminary evidence regarding the relationships among the variables investigated.

B. Research Instrument and Data Collection

Data were collected using a researcher-developed structured questionnaire designed to measure extracurricular involvement, perceived stress, and academic performance. Prior to administration, the questionnaire was reviewed by experts in educational research to establish content validity and ensure that the items appropriately represented the intended constructs. Necessary revisions were incorporated based on their recommendations to improve clarity, relevance, and comprehensiveness.

The questionnaire consisted of three sections. The first section collected respondents' demographic information, including academic program, year level, and General Weighted Average (GWA), which served as the indicator of academic achievement. To improve data accuracy, the reported academic records were verified through the University's Registrar's Office with appropriate institutional permission.

The second section assessed students' extracurricular involvement in three domains: sports, arts, and academic clubs. Responses were measured using a five-point Likert scale ranging from 1 (Not Involved) to 5 (Very Often Involved), reflecting both the frequency and extent of participation.

The third section measured students' perceived stress associated with their extracurricular activities. Separate items were developed for sports-related, arts-related, and

academic club-related stress. Respondents indicated the frequency with which they experienced stress using a five-point Likert scale ranging from 1 (Never) to 5 (Always).

Prior to data collection, approval to conduct the study was obtained from the appropriate university authorities. Participants received an invitation letter explaining the objectives of the study together with an informed consent form. Participation was entirely voluntary, and respondents were informed of their right to decline or withdraw at any stage without penalty. Confidentiality and anonymity were strictly maintained by ensuring that individual responses were used exclusively for research purposes and reported only in aggregate form.

C. Data Analysis

The collected data were coded, screened for completeness, tabulated, and analyzed using appropriate descriptive and inferential statistical techniques. Frequency counts and percentage distributions were used to summarize respondents' demographic characteristics and patterns of extracurricular participation. To determine the overall level of extracurricular involvement and perceived stress, weighted mean and standard deviation were computed. Mean scores were interpreted using the following scale: 4.20–5.00 (Always), 3.40–4.19 (Often), 2.60–3.39 (Sometimes), 1.80–2.59 (Seldom), and 1.00–1.79 (Never).

The relationships among extracurricular involvement, perceived stress, and academic achievement were examined using the Pearson Product-Moment Correlation Coefficient (r). Pearson correlation was selected because the study sought to determine the strength and direction of linear relationships among continuous variables, including extracurricular involvement scores, stress indices, and students' academic performance.

To further determine the predictive influence of extracurricular involvement and stress on academic achievement, multiple linear regression analysis was performed. This analysis evaluated the extent to which extracurricular participation and perceived stress jointly predicted students' General Weighted Average while controlling for the shared contribution of the independent variables.

All statistical analyses were conducted at a 0.05 level of significance. The results were interpreted based on corresponding probability values (p-values), where $p < 0.05$ indicated a statistically significant relationship or predictive effect, while $p \geq 0.05$ indicated no statistically significant evidence to reject the null hypothesis. This analytical approach provided a comprehensive assessment of both the descriptive characteristics of the respondents and the inferential relationships among the study variables.

Results

A. Level of College Students Involvement

Table 1 shows that college students demonstrated a high level of involvement in sports, with an overall mean of 3.72 (SD = 0.69). Regular participation in team sports obtained the

highest mean score (M = 4.20, SD = 1.10), while the remaining indicators each recorded a mean of 3.60. These included participation in individual sports, time devoted to training, attendance at practice sessions, and involvement in sports competitions. Overall, students were consistently active in sports-related extracurricular activities across all measured dimensions of participation evaluated.

Table 1. Level of College Students Involvement in Sports

Statement	n	*M*	*SD*	Verbal Interpretation
1. I regularly participate in team Sports (eg.basketball, volleyball etc.)	5	4.20	1.10	High
2. I engage in individual Sports (eg.running, swimming, tennis) often	5	3.60	1.14	High
3. I dedicate my time to practicing or training for sports activities.	5	3.60	1.52	High
4. I attend regular sports practice or training sessions.	5	3.60	.55	High
5. I am joining a sports competition in a tournament	5	3.60	.55	High
Overall	**5**	**3.72**	**.69**	**High**

Legend: 4.51–5.00 (Very High), 3.51–4.50 (High), 2.51 – 3.50 (Moderate), 1.51 – 2.50 (Low), 1.00 – 1.50 (Very Low)

Table 2 indicates that college students had a high level of involvement in arts, with an overall mean of 3.56 (SD = 0.52). Participation in music programs recorded the highest mean (M = 3.80, SD = 0.84). Attendance at rehearsals or arts workshops and participation in arts competitions or exhibits each obtained a mean of 3.60. Meanwhile, dance or theater performance and visual arts participation both recorded means of 3.40. Overall, students showed consistently high engagement across the measured arts-related extracurricular activities.

Table 2. Level of College Students' Involvement in Arts

Statement	n	*M*	*SD*	Verbal Interpretation
1. I participate in music programs (eg.choir, band)	5	3.80	.84	High
2. I participate in dance or theater performance.	5	3.40	1.52	High
3. I engage in visual arts (eg.painting, crafts).	5	3.40	.89	High
4. I attend rehearsal or arts workshop regularly	5	3.60	1.52	High
5. I enjoy in arts competition or exhibits.	5	3.60	.89	High
Overall	**5**	**3.56**	**.52**	**High**

Legend: 4.51–5.00 (Very High), 3.51–4.50 (High), 2.51 – 3.50 (Moderate), 1.51 – 2.50 (Low), 1.00 – 1.50 (Very Low)

Table 3 shows that college students had a high level of involvement in academic clubs, with an overall mean of 3.80 (SD = 0.85). Active participation in academic clubs obtained the highest mean score (M = 4.20, SD = 0.84). Regular attendance at club meetings and participation in club projects or events both recorded means of 3.80. Leadership responsibilities and preparation

for club activities outside meetings each obtained a mean of 3.60. Overall, students demonstrated consistently high engagement in academic club activities.

Table 3. Level of College Students Involvement in Academic Clubs

Statement	n	*M*	*SD*	Verbal Interpretation
1. I Actively participate in academic clubs (eg.debate, revine)	5	4.20	.84	High
2. I attend club meetings regularly.	5	3.80	1.30	High
3. I take part in club projects/events.	5	3.80	1.30	High
4. I hold a leadership role or responsibility in club.	5	3.60	.55	High
5. I dedicate time outside meeting to prepare for club activities.	5	3.60	1.14	High
Overall	**5**	**3.80**	**.85**	**High**

Legend: 4.51–5.00 (Very High), 3.51–4.50 (High), 2.51 – 3.50 (Moderate), 1.51 – 2.50 (Low), 1.00 – 1.50 (Very Low)

B. Stress level of college students

Table 4 shows that students experienced a low overall stress level related to sports involvement, with a mean of 2.48 (SD = 0.74). Concern about meeting team expectations recorded the highest mean (M = 3.40, SD = 0.89), followed by stress from balancing sports and academics (M = 2.80, SD = 1.48), both interpreted as moderate. Pressure to perform and schedule conflicts each obtained a mean of 2.20, while physical exhaustion recorded the lowest mean (M = 1.80, SD = 0.45).

Table 4. Stress Level of College Students' Involvement in Sports

Statement	N	*M*	*SD*	Verbal Interpretation
1. I feel stressed balancing sports with academics.	5	2.80	1.48	Moderate
2. I pressure to perform well in sports competition.	5	2.20	1.64	Low
3. Sports schedule sometimes conflict with my study time.	5	2.20	1.10	Low
4. I feel exhausted from physical demand of sports.	5	1.80	.45	Low
5. I warry about meeting expectations in sports team.	5	3.40	.89	Moderate
Overall	**5**	**2.48**	**.74**	**Low**

Legend: 4.51–5.00 (Very High), 3.51–4.50 (High), 2.51 – 3.50 (Moderate), 1.51 – 2.50 (Low), 1.00 – 1.50 (Very Low)

Table 5 indicates that students experienced a moderate overall level of stress related to arts involvement, with a mean of 2.68 (SD = 0.46). Feeling overwhelmed by multiple arts commitments recorded the highest mean (M = 3.20, SD = 0.84), followed by anxiety when preparing for performances or exhibits (M = 2.80, SD = 0.84). Conflicts between arts deadlines and studies obtained a mean of 2.60. Meanwhile, managing rehearsals and performance pressure both recorded lower mean scores of 2.40.

Table 5. Stress Level of College Students Involvement in Arts

Statement	N	*M*	*SD*	Verbal Interpretation
1. I feel stress managing arts activities and rehearsal work.	5	2.40	.55	Low
2. I feel pressure to perform well in arts events.	5	2.40	.89	Low
3. Arts deadline sometimes conflict with my studies.	5	2.60	.55	Moderate
4. I feel anxious about preparing for performance or exhibits	5	2.80	.84	Moderate

5. I feel overwhelmed with multiple arts commitments.	5	3.20	.84	Moderate
Overall	**5**	**2.68**	**.46**	**Moderate**

Legend: 4.51–5.00 (Very High), 3.51–4.50 (High), 2.51 – 3.50 (Moderate), 1.51 – 2.50 (Low), 1.00 – 1.50 (Very Low)

Table 6 shows that students experienced a moderate overall level of stress related to academic club involvement, with a mean of 2.80 (SD = 0.32). Feeling overwhelmed when managing multiple club tasks recorded the highest mean (M = 3.40, SD = 0.55), followed by interference of club meetings with study time (M = 3.20, SD = 1.10). Anxiety about upcoming events or presentations obtained a mean of 2.80, while balancing responsibilities and contributing to club projects recorded lower stress levels.

Table 6. Stress Level of College Students Involvement in Academic Club

Statement	N	*M*	*SD*	Verbal Interpretation
1. I feel stressed balancing club responsibilities and academics.	5	2.40	.90	Low
2. I feel pressure to contribute activity to club projects.	5	2.20	1.10	Low
3. Club meeting sometimes interfere with any study time.	5	3.20	1.10	Moderate
4. I feel anxious about upcoming clubs events or presentation.	5	2.80	.84	Moderate
5. I feel overwhelmed when managing multiple club tasks.	5	3.40	.55	Moderate
Overall	**5**	**2.80**	**.32**	**Moderate**

Legend: 4.51–5.00 (Very High), 3.51–4.50 (High), 2.51 – 3.50 (Moderate), 1.51 – 2.50 (Low), 1.00 – 1.50 (Very Low)

C. Level of the Academic Performance

Table 7 shows that students demonstrated good academic performance across all extracurricular activities, with an overall mean of 1.95 (SD = 0.48). Academic club participants obtained the best mean score (M = 1.86), followed by arts (M = 1.99) and sports (M = 2.00), all interpreted as good academic performance.

Table 7. Level of the Academic Performance of the College Students

Extracurricular Activities	N	*M*	*SD*	Verbal Interpretation
Sports	5	2.00	.49	Good
Arts	5	1.99	.50	Good
Academic Club	5	1.86	.45	Good
Overall	**15**	**1.95**	**.48**	**Good**

Legend: 1.00 — 1.25 (Excellent), 1.50 – 1.75 (Very Good), 2.00 - 2.25(Good), 2.50 (Satisfactory), 2.75-3.00 (Passing)

D. Correlation

Table 8 shows that extracurricular involvement had virtually no correlation with students' stress levels (Spearman's ρ = −0.015). The relationship was not statistically significant (p = .958), exceeding the α = 0.05 threshold. This indicates that the level of extracurricular involvement was not significantly associated with students' reported stress levels.

Table 8. Spearman Correlation Between Extracurricular Involvement and Stress Levels

Variables	Spearman's ρ	*p*-value	Verbal Interpretation
Extracurricular Involvement and Stress Levels	-.015	.958	Not Significant

*Significant at α≤0.05.

Table 9 indicates a weak positive correlation between extracurricular involvement and academic performance (Spearman's ρ = .216). However, the relationship was not statistically significant (p = .439), exceeding the α = 0.05 threshold. Thus, extracurricular involvement was not significantly associated with students' academic performance in the study.

Table 9. Spearman Correlation Between Extracurricular Involvement and Academic Performance

Variables	Spearman's ρ	*p*-value	Verbal Interpretation
Extracurricular Involvement and *Academic Performance*	.216	.439	Not Significant

*Significant at α≤0.05.

Discussions

The findings demonstrate that college students at Mindanao State University–Tawi-Tawi College of Technology and Oceanography (MSU-TCTO) exhibit a high level of participation in extracurricular activities across sports, arts, and academic clubs. Among these dimensions, academic clubs obtained the highest overall mean (M = 3.80), followed by sports (M = 3.72) and arts (M = 3.56). These results suggest that students recognize extracurricular engagement as an important component of their university experience, extending learning beyond formal classroom instruction. The prominence of academic clubs may be attributed to their direct contribution to academic enrichment, leadership development, and career preparation. This finding is consistent with Astin's Theory of Student Involvement, which posits that students who invest greater physical and psychological energy in educationally purposeful activities experience richer learning and personal development. Similarly, Pascarella and Terenzini emphasized that active participation in co-curricular activities strengthens students' cognitive, interpersonal, and leadership competencies while fostering institutional engagement [2], [7]. The consistently high involvement across all three activity domains also reflects universities' increasing recognition that holistic education encompasses academic excellence, character formation, and social development rather than classroom achievement alone [8], [9].

Regarding stress levels, the findings indicate that participation in extracurricular activities does not generate excessive psychological pressure. Students involved in sports reported an overall low stress level (M = 2.48), whereas participants in arts (M = 2.68) and academic clubs (M = 2.80) experienced moderate levels of stress. Interestingly, sports participants reported low levels of exhaustion and scheduling conflicts despite moderate concerns about meeting team expectations. These findings support previous studies indicating that physical activity functions as a protective factor against stress by improving emotional regulation, resilience, and psychological well-being [10], [11]. Participation in organized sports

has consistently been associated with improved mental health outcomes because physical exercise stimulates adaptive coping mechanisms and enhances social connectedness among students [12]. In contrast, arts and academic clubs involve deadlines, rehearsals, presentations, leadership responsibilities, and project coordination, naturally creating moderate performance-related stress. However, these stress levels remain within a manageable range and should be interpreted as developmental challenges rather than detrimental burdens. Lazarus and Folkman's transactional theory of stress explains that moderate stress can become a positive stimulus when individuals perceive adequate coping resources to meet situational demands [13]. Consequently, moderate stress experienced by students participating in arts and academic organizations may contribute positively to developing responsibility, time management, confidence, and resilience.

Academic performance among respondents remained satisfactory regardless of extracurricular participation. Students involved in academic clubs achieved the highest academic performance (M = 1.86), followed by arts (M = 1.99) and sports (M = 2.00), while the overall academic performance was classified as good (M = 1.95). Although the differences among the three groups were relatively small, the findings suggest that active engagement in extracurricular activities does not compromise academic success. Instead, participation may strengthen essential competencies such as self-regulation, communication, collaboration, leadership, and critical thinking that indirectly support learning effectiveness [14], [15]. Students participating in academic clubs are likely exposed to intellectually stimulating discussions, collaborative problem-solving, and academic competitions that reinforce classroom learning and enhance motivation. Previous studies likewise reported that well-managed extracurricular participation contributes positively to students' academic persistence, educational aspirations, and professional readiness when balanced appropriately with academic responsibilities [16], [17].

The correlation analysis further revealed no statistically significant relationship between extracurricular involvement and stress levels ($\rho = -0.015$, $p = .958$). Likewise, extracurricular involvement was not significantly associated with academic performance ($\rho = .216$, $p = .439$). These findings indicate that the intensity of extracurricular participation alone neither predicts students' psychological stress nor determines their academic achievement. Instead, academic outcomes and well-being are likely influenced by multiple interacting factors, including learning strategies, self-efficacy, motivation, family support, financial conditions, institutional resources, and time management abilities [18], [19]. This multidimensional perspective is consistent with ecological models of student development, which emphasize that educational outcomes emerge from complex interactions among individual characteristics and environmental contexts rather than a single behavioral factor.

Therefore, extracurricular participation should be viewed as one component within a broader developmental ecosystem rather than an isolated determinant of academic success or stress [1].

Overall, the present findings reinforce the importance of sustaining extracurricular programs as complementary components of higher education. Sports contribute to physical wellness and stress reduction, arts enhance creativity and emotional expression, while academic clubs strengthen leadership, communication, and intellectual engagement. Although no significant statistical relationships were identified between extracurricular involvement, stress, and academic performance, these activities continue to provide meaningful developmental experiences that enrich students' university life and support their holistic growth. Consequently, higher education institutions should continue investing in diverse extracurricular opportunities while simultaneously strengthening academic advising, counseling services, mental health programs, and time-management training to maximize the educational benefits of student participation.

Conclusions

The findings indicate that college students at Mindanao State University–Tawi-Tawi College of Technology and Oceanography actively participate in extracurricular activities, particularly academic clubs, sports, and arts programs, reflecting their commitment to holistic learning and personal development. Students generally maintained good academic performance while engaging in these activities, demonstrating that extracurricular participation can coexist with satisfactory academic achievement. Sports participants reported low stress levels, whereas students involved in arts and academic clubs experienced moderate but manageable stress, suggesting that these activities provide developmental challenges rather than excessive psychological burdens. Correlation analysis revealed no significant relationship between extracurricular involvement and stress levels, indicating that student stress is likely influenced by other factors such as academic workload, coping strategies, financial concerns, family responsibilities, and social support. Similarly, no significant relationship was found between extracurricular involvement and academic achievement, implying that participation alone is not a reliable predictor of academic performance. Nevertheless, extracurricular activities remain valuable components of higher education because they promote leadership, teamwork, communication, creativity, resilience, and professional preparedness. Overall, the findings support the continued implementation of extracurricular programs alongside comprehensive student support services, including counseling, academic advising, and mental health initiatives, to foster students' holistic development, well-being, and academic success.

Conflict of Interest

The authors declare no conflict of interest.

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