

Assessing The Role of Clubs and Organizations in The Holistic Development and Well-Being of the College Students in The Flexible Learning Modality

Maribeth M. Cabrejas, Ph.D.¹ and Revina O. Mendoza, Ph.D.²

Lourdes College, Inc.
Cagayan De Oro, Philippines

doi: <https://doi.org/10.37745/bjmas.2022.0125>

Published March 22, 2023

Citation: Cabrejas M.M. and Mendoza R.O. (2023) Assessing The Role of Clubs and Organizations in The Holistic Development and Well-Being of the College Students in The Flexible Learning Modality, *British Journal of Multidisciplinary and Advanced Studies: Education, Learning, Training & Development* 4 (2),52-65,

ABSTRACT: *As the shift in the educational landscape continues to unfold, Higher Education Institutions develop and implement mechanisms that respond to the ever-changing and dynamic needs of their key stakeholders, the students. The study explored the effectiveness and relevance of clubs and organizations to the holistic development and well-being of the students in this flexible learning modality. Employing the mixed method, the data are gathered and analyzed from six hundred six (606) respondents of the seventeen (17) clubs and organizations from one of the private schools in Cagayan de Oro City. Descriptive Statistics were used to determine the effectiveness and relevance of the clubs and thematic analysis in delving into the qualitative responses. It was found that the school clubs and organizations are extremely relevant (M=4.30) to the students in all aspects. Data show that students from twelve (12) organizations out of sixteen (16) found them extremely effective (M=4.30) in promoting wellness and developing students holistically. Emerging themes identified as the contribution of clubs to their wellness are self-development, socialization and communication, recreation and stress alleviation, boosting mental health, and developing collaboration and leadership. This implied that clubs significantly help develop the multiple facets of students despite the virtual platform:*

KEYWORDS: effectiveness, flexible learning modality, holistic development, relevance,

INTRODUCTION

The global spread of the COVID-19 pandemic disease has a number of implications that have an impact on college students' overall health and well-being. On one hand, the virus produces personal ordeals in which human emotions such as fear, worry, panic, anxiety, or depression-related discomfort arise more frequently among students. Snoke (2021) reiterated that the advent

of the pandemic posed significant obstacles and learning curves for all types of education that contribute to the development of a well-rounded student. Manca and Melluzi (2020) postulate that teachers were faced with massive tasks to teach through a screen. Students were no longer given one-on-one attention from the teacher, and students with a variety of learning needs were pushed to learn in a single manner.

Moreover, Minero (2020) mentioned that for both the teachers and the students, the days spent in front of an electronic device were long, with no "outlets" to relieve the stress and anxiety brought on by the new classroom environment. Since most virtual learning forces most academic institutions to discontinue all school-sponsored sports and after-school special interest organizations during a time of isolation, students tend to become stressed and their wellness is at risk. In fact, in one of the private Marian schools in Cagayan de Oro City, all clubs and organizations were not functional except the student government and the school paper publication in the academic year 2020-2021.

However, as the shift in the educational landscape continues to unfold, Higher Education Institutions develop and implement mechanisms that respond to the ever-changing and dynamic needs of the students. Clubs and organizations were reopened and operated virtually with the aim of ensuring sustainability through interprofessional collaboration. Interprofessional collaboration.

Guided by the institution's vision to be an organization of empowered and united Marians, school clubs and organizations provide relevant and effective activities that are beneficial for student development. Monthly activities from different fields and experts were conducted to ensure students' engagement in co-curricular activities aiming to further develop students' cooperation, unity, and camaraderie whilst applying learned skills and knowledge in a group of learners with similar interests. Its mission is to respond to the need in advancing the holistic development of every Marian through interprofessional collaboration. They aim to help students develop character and talents relevant to succeed in school, at work, and in life. McLaughlin and Yasar (2014) participating one develops skills such as commitment, leadership, good communication, and the ability to work well in a group. It allows students to step outside their comfort zone and discover the things that they are good at. Being completely aware of their strengths, weaknesses, needs, desires, and habits as early as possible helps students choose and better the career path that is perfectly suited for them.

Student involvement in clubs and organizations has long been studied and recognized as a statistically important factor in achieving academic success in college. Several studies examine the effectiveness and relevance of the institution's delivery of clubs and organizations for students' holistic development and wellness. However, the researchers pioneered in examining the effectiveness and relevance of clubs and organizations in the flexible learning modality.

Thus, the study was conceptualized to examine the effectiveness and relevance of the delivery and implementation of the clubs' and organizations' activities in promoting students' wellness. This study assumes that engaging in the different activities provided by the clubs and organizations helps develop students holistically and sustain their wellness as they face challenges in the flexible learning modality.

This assumption is anchored on Alexander Astin's Student Involvement Theory (1984). It discusses how students grow and develop as a result of their involvement in co-curricular activities in higher education. Although motivation is important, Astin believes that the behavioral components of involvement are more important. Participation, such as what a person does and how he or she does it makes up the first point of Astin's involvement hypothesis. This theory has four basic hypotheses: (a) involvement is a continuum; different students exhibit different levels of involvement in different activities at different times; (b) involvement has both quantitative and qualitative aspects, such as how much time a student spends doing something; and (c) the amount of personal development; the amount of learning that can take place is directly proportional to the quality of the environment; and (d) the effectiveness of educational policies, practices, or programs. In this study, the behavioral involvement of the students in the clubs and organizations is considered an important aspect of their holistic development and wellness.

It is also supported by the Institutional Departure Theory proposed by Vincent Tinto (1975). This theory concentrates on the influences of institutions on a student's growth and development (Harper & Quaye, 2009). Tinto theorizes the student's ability to interact with the institution's social and academic processes. In this study, the involvement of the students in the school clubs and organizations promotes the institution's social and academic processes. It achieves the school's vision and mission of producing globally competent graduates and leaders.

The Social Cognitive Theory of health and wellness is an interpersonal theory. It focuses on how a person's social surroundings, expectations, observations, and self-efficacy affect them. The value that individual places on the outcomes of adopting a behavior have a significant impact on their willingness to change. This is also related to the idea of self-efficacy, which refers to a person's self-assurance and perceived capacity to solve an issue. To motivate people to make changes in their life, the good aspects of their outcome expectations must usually outweigh the unfavorable aspects. Many college students are making crucial decisions, and it is critical that they evaluate their behaviors and weigh the benefits and drawbacks of the changes they wish to make. In clubs and organizations, the students are exposed to different societal problems and issues which enhance their problem-solving skills. Club involvement immerses college students into the real world they will encounter in the future.

This study is also supported by the Health Belief Model which examines an individual's perception of a problem as well as the positive and negative elements that influence their decision to address a problem. Several elements, including "perceived susceptibility," "perceived severity," "perceived

advantages," "perceived hurdles," "cue to action," and "self-efficacy," influence a person's desire or inclination to act on an issue, according to this model.

In a nutshell, the collaborative work of the professionals in the different clubs and organizations in the holistic development and well-being of the students as they face the challenges and adversities in the flexible learning modality is greatly recognized and emphasized.

This study explored the contribution of clubs and organizations to the holistic development and wellness of college students in the web-based learning environment. Specifically, this study addressed the following questions:

- 1) What is the relevance of the school clubs and organizations to the holistic development and well-being of college students in the flexible learning modality?
- 2) How do the school clubs and organizations effectively develop the students holistically?
- 3) What are the remarkable contributions of the school clubs and organizations to the holistic development and well-being of college students in the flexible learning modality?

The results of this study may provide relevant information to the following areas or the following persons; a) the findings of the study may be beneficial to the administrators to establish a student-friendly policy and activities in clubs and organizations that would promote holistic development and wellness of the students; b) the results of the research may shed light to the professionals involve collaboratively in adopting effective online club activities considering the cognitive, affective, and psychological domain of the college students. This assists the student affairs practitioners and higher education professionals in providing curriculum, training, and experiential learning opportunities linked to student groups in involvement to enhance the students' engagement, thus making the online activities meaningful; c) the study may enlighten the students on the benefits of joining clubs and organizations and establishing active involvement, and d) the study may recommend suitable and appropriate actions that can be taken to improve clubs and organization involvement.

The scope of the study is focused on the effectiveness and relevance of the clubs and organizations to the holistic development and well-being of college students in a technology-based educational platform in the school year 2021-2022. The assessment explored how the school clubs and organizations remarkably contributed to the students' total human personality development.

RESEARCH METHODOLOGY

This study employed mixed methods both qualitative and quantitative which helped analyze the relevance and effectiveness of the clubs and organizations in the holistic development and well-being of college students in flexible learning. The qualitative method provided the main perspective for the research. Through this method, the information gathered from the questionnaire

with open-ended questions was used to reinforce the contribution of the clubs and organizations to the college students' well-being. Through the quantitative method, students' responses were tabulated for mean distribution and standard deviation. These were gathered in determining the specific descriptors of the effectiveness and relevance of the clubs to their holistic development.

Sixteen (16) school clubs and organizations of a Marian Catholic school in Cagayan de Oro City were involved in the study namely: Nutrition Dietetics Students Association (NDSA), LC Nurses Student Association (LCSA), Hygieans' Club (HC), Psych Circle/ Peer Facilitators Club (PC), Society of Library and Information Specialists, Junior Social Workers Association, LC Chorale, LC Accounting Enthusiasts (LCAE), Entrepreneurs' Club (EC), Association of Computer Enthusiasts (ACE), Hoteliers and Restaurateurs Club (HRC), KaBATAan (KB), Lourdesians' Association of Language Majors (LALM), Culture, Arts and Technology Specialists (CATS), Society of Social Scientists and Values Educators (SSVE), and Blue Sash (BS). These clubs and organizations are managed by interprofessional experts in different academic fields such as psychometricians, history majors, musicians, science teachers, accountants, nurses, computer experts, linguists, artists, and value formators. The study is conducted in one of the Catholic Marian schools in Cagayan de Oro City for the school year 2021-2022.

In gathering the data, the researcher sought the approval of the college students to answer the researcher-made questionnaire. The questionnaire has two main parts. The first part gathered data on the effectiveness and relevance of the clubs and organizations. The second part comprises the open-ended question which gathers data on the contribution of the clubs and organizations to the holistic development and wellness of the students. The questionnaire was reviewed for content validation by experts in the field. Subsequently, suggestions were applied and integrated into the instrument. Moreover, the research instrument which intends to determine the effectiveness and relevance of the clubs and organizations was pilot-tested.

The data were then gathered, read, and analyzed. Descriptive statistics such as mean and standard deviation were utilized in determining the clubs' and organizations' effectiveness and relevance. Qualitative responses were categorized for like ideas and themes in Thematic Analysis. Remarkable statements from the college students were highlighted to determine the similarities among their responses. Meanings were established from the substantial responses into themes. Through this method, the researchers developed themes of the event, situation, or experience to gain a deeper understanding of the phenomenon.

RESULTS AND DISCUSSION

This section presents the analyses and interpretation of data obtained from the participants of the study. The information is presented in tables with interpretations and implications. The presentation is organized based on the order of the problems in the Statement of the problem.

Relevance of the clubs and organizations

Table 1 on the next page shows that students found the clubs and organizations extremely relevant to their holistic development. Ten out of seventeen clubs and organizations found the relevance of its existence extremely relevant. Seven clubs and organizations found it very relevant. They confirmed that clubs and organizations are relevant in enhancing their leadership skills in taking initiative and performing responsibilities as club members and future professionals, developing their self-confidence and trust in others, and enhancing their mental health by relieving academic stress and time-management skills.

Table 1. *Standard Deviation and Mean Distribution of Club's Relevance to Students*

Standard 1: Relevance <i>The club or organization.....</i>	KB	SLIS	BS	PC	HC	JSWA	LCC	LCAE
1. helps my holistic development as a person	4.86	4.20	4.50	4.42	4.33	4.21	4.67	4.35
2. enhances my leadership skills in taking initiative	4.71	4.27	4.60	4.34	4.33	4.22	4.67	4.29
3. fosters my sense of responsibility and accountability	4.71	4.27	4.60	4.33	4.33	4.20	4.83	4.33
4. provides me with relevant learning experiences	4.71	4.20	4.50	4.38	4.22	4.17	4.67	4.38
5. helps me feel a sense of belonging	4.71	4.33	4.60	4.43	4.33	4.19	4.83	4.36
6. develops my self-confidence and trust in others.	4.57	4.20	4.50	4.36	4.33	4.16	4.67	4.36
7. develops my self-esteem by participating in various activities	4.57	4.40	4.60	4.41	4.33	4.20	4.50	4.41
8. enhances my mental health by relieving academic stress.	4.57	4.13	4.20	4.46	4.33	4.15	3.67	4.26
9. provides me opportunities to develop my skills	4.43	4.33	4.60	4.53	4.33	4.21	4.67	4.31
10. helps me develop my time-management skills	4.29	4.33	4.60	4.41	4.33	4.17	4.83	4.51
Mean	4.61	4.27	4.53	4.41	4.31	4.19	4.60	4.65
Interpretation	<i>Extremely Relevant</i>	<i>Extremely Relevant</i>	<i>Extremely Relevant</i>	<i>Extremely Relevant</i>	<i>Extremely Relevant</i>	<i>Very Relevant</i>	<i>Extremely Relevant</i>	<i>Extremely Relevant</i>

Standard 1: Relevance <i>The club or organization.....</i>	EC	ACE	HRC	LALM	NDSA	CATS	SSSV E	LCNS A
1. helps my holistic development as a person	4.47	4.14	4.55	4.46	4.00	4.14	4.11	4.00
2. enhances my leadership skills in taking initiative	4.47	4.14	4.48	4.32	4.05	4.19	4.05	3.93
3. fosters my sense of responsibility and Accountability	4.40	4.00	4.45	4.34	4.05	4.10	4.11	3.93
4. provides me with relevant learning experiences	4.51	4.14	4.40	4.32	4.32	4.10	4.16	4.00
5. helps me feel a sense of belonging	4.40	4.14	4.56	4.24	4.14	4.00	4.21	3.93
6. develops my self-confidence and trust in others.	4.40	4.00	4.52	4.37	4.78	4.10	4.11	3.76
7. develops my self-esteem by participating in various activities	4.47	3.71	4.52	4.39	4.00	4.14	4.05	4.00
8. enhances my mental health by relieving academic stress.	4.40	3.86	4.36	4.17	3.86	4.10	4.05	3.76
9. provides me opportunities to develop my skills	4.53	4.00	4.52	4.39	3.91	4.19	3.93	3.93
10. helps me develop my time-management skills	4.49	4.29	4.48	4.34	4.05	4.19	3.89	3.86
Over-all Mean	4.45	4.04	4.48	4.33	4.11	4.13	4.07	3.91
Interpretation	<i>Extremely Relevant</i>	<i>Very Relevant</i>	<i>Extremely Relevant</i>	<i>Extremely Relevant</i>	<i>Very Relevant</i>	<i>Very Relevant</i>	<i>Very Relevant</i>	<i>Very Relevant</i>
	Over-all Mean		4.318					
	Description		Extremely Relevant					
	Standard Deviation		1.10					
<i>Legend:</i>	<i>4.21-5.00 – Extremely Relevant</i>		<i>3.41-4.20 – Very Relevant</i>					
	<i>2.61-3.40- Moderately Relevant</i>		<i>1.81-2.60 – Slightly Relevant</i>		<i>1.00-1.80 – Not Relevant</i>			

In general, students reported that the school clubs and organizations are extremely relevant (M= 4.318) to their personal, and social well-being, and professional. This implies that the participants valued and acknowledged the importance of the activities and services as well as the existence of the clubs in their life as a student.

Effectiveness of the clubs and organizations

Table 2 below shows the effectiveness of the clubs and organizations to the students. Data shows that students from the twelve (12) clubs and organizations found their clubs extremely effective. Five clubs found their existence in Lourdes College very relevant. Their clubs are found extremely effective in deepening students' relationship with God, emphasizing teamwork in the community, and providing avenues of socialization, self-identification, and self-assessment. In addition, the clubs were also extremely effective in preparing students for their future careers, social interaction, and sense of belongingness, and eliminating their fears and anxieties.

Table 2. Mean Distribution of Club’s Effectiveness to Students

Standard 2: Effectiveness	KB	SLIS	BS	PC	HC	JSWA	LCC	LCAE
<i>The club or organization...</i>								
1. deepens student relationship with God	4.43	4.40	4.40	4.46	4.55	4.20	4.50	4.40
2. emphasizes teamwork and a sense of unity	4.43	4.47	4.30	4.38	4.33	4.29	4.67	4.38
3. provides avenues for socialization, self-identification, and self-assessment.	4.34	4.53	4.60	4.40	4.55	4.24	4.67	4.47
4. helps students prepare for their future careers	4.29	4.53	4.60	4.43	4.33	4.24	4.50	4.44
5. increases students’ social interaction and builds relationships with others	4.29	4.53	4.60	4.50	4.50	4.25	4.67	4.44
6. improves students’ sense of belongingness and maturity	4.29	4.40	4.70	4.50	4.55	4.20	4.50	4.44
7. improves students’ passion for doing tasks	4.29	4.60	4.60	4.45	4.44	4.25	4.83	4.46
8. helps in eliminating students’ fears and anxieties	4.29	4.60	4.50	4.47	4.55	4.31	4.67	4.45
9. exposes students to a variety of activities	4.14	4.40	4.20	4.50	4.44	4.17	4.50	4.35
10. develops students’ communication skills	4.14	4.47	4.60	4.42	4.44	4.26	4.83	4.44
Average	4.29	4.49	4.51	4.45	4.47	4.24	4.63	4.41
Description	<i>Extremely Effective</i>	<i>Extremely Effective</i>	<i>Extremely Relevant</i>	<i>Extremely Relevant</i>	<i>Extremely Relevant</i>	<i>Extremely Relevant</i>	<i>Extremely Relevant</i>	<i>Extremely Relevant</i>

Standard 2: Effectiveness	EC	ACE	HRC	LALM	NDSA	CATS	SSSVE	LC	LCNSA
<i>The club or organization...</i>									
1. deepens student relationship with God	4.48	4.29	4.59	4.37	4.00	4.29	3.89	4.00	3.77
2. emphasizes teamwork and a sense of unity	4.40	4.00	4.41	4.39	3.78	4.24	4.00	3.86	3.90
3. provides avenues for socialization, self-identification, and self-assessment.	4.40	3.86	4.55	4.36	3.91	4.33	4.00	3.93	3.95
4. helps students prepare for their future careers	4.42	4.00	4.40	4.42	4.00	4.24	4.11	4.00	4.00
5. increases students' social interaction and builds relationships	4.47	4.14	4.55	4.41	4.14	4.33	3.95	3.86	4.13
6. improves students' sense of belongingness and maturity	4.40	4.14	4.50	4.51	4.05	4.33	4.26	3.93	4.04
7. improves students' passion for doing tasks	4.44	4.14	4.57	4.24	4.18	4.38	4.00	4.00	4.18
8. helps in eliminating students' fears and anxieties	4.42	4.14	4.39	4.43	4.00	4.38	4.05	3.93	4.00
9. exposes students to a variety of activities	4.36	3.71	4.36	4.34	3.91	4.24	4.05	3.79	3.90
10. develops students' communication skills	4.33	4.29	4.48	4.39	4.00	4.29	4.11	4.00	4.00
Average Description	4.41	4.07	4.48	4.39	4.00	4.31	4.04	3.93	3.99
	<i>Extremely Effective</i>	<i>Very Effective</i>	<i>Extremely Effective</i>	<i>Extremely Effective</i>	<i>Very Effective</i>	<i>Extremely Effective</i>	<i>Very Effective</i>	<i>Very Effective</i>	<i>Very Effective</i>
	Over-all Mean Description				4.320				
	Standard Deviation				1.10				

Also, Students reported that their clubs and organizations are extremely effective in exposing students to a variety of activities designed to meet their interests and need in maintaining good academic standing. Generally, the clubs and organizations are found extremely effective with an overall mean of 4.320. The findings imply that the different webinars and activities conducted by the clubs and organizations effectively contribute to the holistic development of the students.

Contribution of the clubs and organizations to the students' Holistic Development and Well-being
 From the data, the contribution of the clubs and organizations to the student's holistic development and wellness revealed by the college students were categorized into five themes namely: Self-development, Socialization and Communication, Recreation and Stress Alleviation, Boosting Mental Health and Developing Collaboration and Leadership

Themes

Self-development

Socialization and Communication

Recreation and Stress Alleviation

Boosting Mental Health

Developing Collaboration and Leadership

Self-development

The majority of participants' responses categorized Self- development as the foremost contribution of the clubs and organizations to the holistic development of the students. The following are the samples of the transcription showing the contribution of the clubs and organizations:

Participant 6: To develop new skills, discover knowledge and talents and build new relationships with other people. to also enhance skills beyond academics only.

Participant 15: It is essential to join school clubs and activities to aid us to develop our skills and talents aside from our academic performance which is vital for us, especially on 21st-century skills.

Participant 3: This allowed me to broaden my perspective on Psychology. The shared webinars and conducted learning sessions deepened my knowledge on certain topics that are vital in my development as a psychology student

Participant 4: By participating in various groups and student organizations, you allow yourself to venture outside of your comfort zone and find what you are good at.

Participant 98: It is important to join school clubs and activities in order to improve your interpersonal and social skills as well as develop self-confidence and self-esteem.

The data above showed the benefits of joining clubs and organizations. It plays a vital part in every aspect of student personal development. Woods (2014) posits that organizations and clubs are constantly supportive of the students' personal development. The organization's ideals and objectives emphasize the necessity of developing its members as leaders, intellectuals, and civic-minded citizens.

Moreover, Abubakriyevich (2015) affirms that joining clubs and opportunities offers students the chance to improve their own traits such as self-knowledge, self-motivation, personal development, and self-realization. Poornima University (2021) confirms that students engage in Clubs and organizations for both socializing and academic purposes. They obtain information and skills by joining such clubs. Also, it helps them improve their leadership, communication, presentation, and public-speaking skills- their personal development as a whole. As a result, they gain favorable changes in their attitude and boost their confidence.

Socialization and communication

Another relevant contribution that emerged in the responses of the college students is Socialization and communication. The following are the samples of transcription:

Participant 2: It allows us to discover new things, have fun, meet new friends and gain knowledge and ideas from other people.

Participant 5: It is important to join school clubs and activities to improve my communication skills and helps me build and nourish long-term relationships

Participant 13: It is important that we get to socialize with other people with the same interest. It allows you to grow and find your purpose and your interest.

Participant 44: Joining school clubs or organizations, as well as activities, can help you improve your communication skills, stimulate innovative thinking, and teach you how to collaborate effectively with others

Findings revealed that clubs and organizations not only promote networking, and camaraderie but also improve communication skills. This is because students were provided with a variety of activities online where they can meet and greet not only students from their organizations but also outside their clubs and schools. Some activities involve students from different parts of the world, thus, they were able to create friendships and linkages. They speak English often, thus, giving them an ample experience to develop fluency in English communication.

Brooks (2012) confirmed that certain clubs or organizations satisfied students' interests through networking and the opportunity to socialize and meet new people. Networking is one of the most important benefits of joining clubs and organizations. For college students, it is essential for their professional development. Participating in various groups in college or university makes them more social, and confident, It provides them with a new perspective on life. As a result, they join such clubs while in higher education for both social and personal development.

Research from Poornima University (2021), clubs, and other such groups open up a whole new world to college students that they were previously unaware of. They witness people from various backgrounds and their lifestyles, activities, and approaches. When they are in a group, they get to know individuals better, become friends with them, and share their experiences and ideas. Thus, enhancing their socialization and communication skills.

Recreation and Stress Alleviation

One contribution that highlights the relevance of joining clubs and organizations identified by college students is Recreation and Stress Alleviation. Below are some data from the investigation:

Participant 62: For me, it's really important to join activities and clubs for it keeps the fire burning

in me as it enhances and develops my entire being as a student in this pandemic

Participant 11 5: It is important to join school clubs and activities so that the student will divert his or her attention whenever she/he is experiencing stress

Participant 103: To have fun and get relaxed from academic burnout together with peers.

Participant 94: It lessens academic stress and promotes student relationship

The findings disclose the positive effect of engaging the activities in the different clubs and organizations. The psychosocial activities greatly impacted their stress management. It aids

Boosting Mental Health

The participants disclosed the contribution of the clubs and organizations during the flexible learning modality. One is Boosting Mental Health. The following are samples of transcription:

Participant 41: *It boosts morale and mental health.*

Participant 50: *For sure, it helped me conquer my fears and anxieties because I was able to express myself to others*

Participant 123: *I have fun in the activities which helps me lessen stress.*

Participant 18: *It lessens academic stress and promotes student relationships,*

Developing Collaboration and Leadership

Developing Collaboration and Leadership is one of the themes revealed by the participants during the investigation. The following are samples of the transcription:

Participant 41: *As a student it helps me connect with other people and help me develop my leadership skills*

Participant 50: *The club helps me to develop my collaborative skill.” “You’ll learn how to engage with diverse groups of people.”*

Participant 123: *To have fun and get relaxed from academic burnout together with peers.*

Participant 18: *It lessens academic stress and promotes student relationship*

Despite the fact that faculty may not engage with student affairs personnel on a daily basis, this study demonstrates that students learn holistically and throughout all of their experiences, both inside and outside the classroom.

the lecture hall

Summary, Conclusions, and Recommendations

The following results were disclosed after the data gathered were analyzed:

1. Findings revealed that the school clubs and organizations *are extremely relevant* (M= 4.318) to the students’ personal, and social well-being. This implies that the participants valued and acknowledged the importance of the activities and services as well as the existence of the clubs in their life as students.
2. Data showed that the clubs and organizations are *extremely effective* in exposing students to a variety of activities designed to meet their interests and needs in maintaining good academic standing. Generally, the clubs and organizations are found *extremely effective* with an overall mean of 4.320. The findings imply that the different webinars and activities conducted by the clubs and organizations effectively contribute to the holistic development of the students.
3. Data revealed that the clubs and organizations contributed to the holistic development and wellness of the students. Their responses are categorized into five themes namely: Self-development, Socialization and Communication, Recreation and Stress Alleviation, Boosting Mental Health and Developing Collaboration and Leadership

CONCLUSION

Clubs and organization involvement is of foremost importance not only to the college students' holistic development but also to their wellness, in general. It is, thus, imperative that meaningful activities and engagement have to be explored.

In general, the findings of the study confirm the researcher's assumption that engaging in the different activities provided by the clubs and organizations helps develop students holistically and sustain their wellness as they face challenges in the flexible learning modality. The collaborative interprofessional efforts of the club moderators have become instrumental in providing meaningful activities and programs for students' holistic development.

The findings point to the need for the professionals and club moderators not only to collaborate but also to be innovative in their strategies of providing engaging and meaningful activities and programs in engaging the college students behaviorally, intellectually, and emotionally in the clubs and organizations even in flexible learning modality. Indeed, the necessity for greater efforts is much required in supervising, monitoring, and assessing students' involvement in the clubs and organization in the flexible learning modality.

Acknowledgment

The completion of this challenging endeavor could not have been possible without the inspiration and guidance of the administration of Lourdes College, Cagayan de Oro City, headed by the School President, S. Maria Rufina B. Guillano, RVM, and Dr. Judith C. Chavez, the Vice President for Academic Affairs. The researchers are highly and deeply indebted for their unwavering support and trust in the capability of the researchers to maximize their full potential. Also, to the students who shared their precious time in answering the questionnaire. Their contributions are sincerely appreciated and gratefully acknowledged.

REFERENCES

- Brance, K., Chatzimpyros, V., & Bentall, R. P. (2023). Increased social identification is linked with lower depressive and anxiety symptoms among ethnic minorities and migrants: A systematic review and meta-analysis. *Clinical Psychology Review*, 99(102216), 102216. <https://doi.org/10.1016/j.cpr.2022.102216>
- Brooks, S. (2012). *Campus life: Joining clubs and organizations*. Heath Resource Center at the National Youth Transitions Center; HEATH resource center | The George Washington University G. <https://www.heath.gwu.edu/campus-life-joining-clubs-and-organizations>
- Diggele, C., Roberts, C., Burgess, A., & Mellis, C. (2020). Interprofessional education: tips for design and implementation. *BMC Medical Education*, 20(S2). <https://doi.org/10.1186/s12909-020-02286-z>.

- Ebede, S. (2015). The impact of student organizations on the development of core competencies. *UNI Scholar Works*, 2(2).
<https://scholarworks.uni.edu/cgi/viewcontent.cgi?article&context=etd>
- Fluharty, M., & Fancourt, D. (2021). How have people been coping during the COVID-19 pandemic? Patterns and predictors of coping strategies amongst 26,016 UK adults. *BMC Psychology*, 9(1). <https://doi.org/10.1186/s40359-021-00603-9>
- Foubert, J. D., & Urbanski, L. A. (2006). Effects of involvement in clubs and organizations on the psychosocial development of First-Year and senior college students. *NASPA Journal*, 43(1), 166–182. <https://doi.org/10.2202/0027-6014.1576>
- Kaznmu. (2015, January 26). Club for personal growth and self-development “Rainbow.” KazNMU. <https://kaznmu.edu.kz/eng/club-personal-growth-self-development-rainbow-photos-assimov-m/>
- Manca, F., & Melluzi, F. (2020, September 24). Strengthening online learning when schools are closed: The role of families and teachers in supporting students during the COVID-19 crisis. OECD. <https://www.oecd.org/coronavirus/policy-responses/strengthening-online-learning-when-schools-are-closed-the-role-of-families-and-teachers-in-supporting-students-during-the-covid-19-crisis-c4ecba6c/>
- McLaughlin, E., & Yasar, K. (2014, June). What is leadership skills? - Definition from WhatIs.com.SearchCIO.<https://www.techtarget.com/searchcio/definition/leadership-skills>
- Minero, E. (2020, November 13). Extracurriculars Play a Vital Role During the Pandemic. *EduTopia*.<https://www.edutopia.org/article/extracurriculars-play-vital-role-during-pandemic>
- Mulford, B. (2013). School leaders: challenging roles and impact on teacher and school effectiveness. <https://www.oecd.org/education/school/37133393.pdf>
- Pascoe, M. C., Hetrick, S. E., & Parker, A. G. (2019). The impact of stress on students in secondary school and higher education. *International Journal of Adolescence and Youth*, 25(1), 104–112. <https://doi.org/10.1080/02673843.2019.1596823>
- Smith, L., & Chenoweth, J. (2020). <http://www.jcreview.com/fulltext/197-1580283855.pdf?1580292874>. *Journal of Critical Reviews*, 7(01).
<https://doi.org/10.31838/jcr.07.01.57>
- Snoke, M. (2021, January 7). Importance of Extracurricular Activities During the Pandemic. *Graduate Programs for Educators*.
<https://www.graduateprogram.org/2021/01/importance-of-extracurricular-activities-during-the-pandemic/>
- Thomas, D. N. (2020). Developing employment capacity: The impact of academic student organization on the student’s core competencies. *Journal of Advanced Research in Dynamical and Control Systems*, 51(SP3), 313–326.
<https://doi.org/10.5373/jardcs/v12sp3/20201267>
- Tinto, V. (2017). Reflections on student persistence. *Student Success*, 8(2), 1–8.
<https://doi.org/10.5204/ssj.v8i2.376>

British Journal of Multidisciplinary and Advanced Studies:

Education, Learning, Training & Development, 3 (1),22-41

Print ISSN: 2517-276X

Online ISSN: 2517-2778

<https://bjmas.org/index.php/bjmas/index>

Published by the European Centre for Research Training and Development UK

Woods, B. (2014). Clubs make difference in personal development. The Gannon Knight 10(2), 11–18 <https://gannonknight.com/8836/news/clubs-make-difference-in-personal-development/>