

Effects of School Activities on the Holistic Development of Intermediate Pupils in Selected Private Schools

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Abstract

This study examined the effects of school activities on the holistic development of intermediate pupils in selected private schools using a descriptive survey research design. The respondents were primarily Grade Five pupils aged 11 years old, mostly male, belonging to small family sizes with parents who were college graduates and earning moderate to high monthly income levels. Findings revealed that school activities had a high extent of effects on cognitive, social, emotional, physical, and moral development of pupils. Participants commonly engaged in outreach and community service activities, which further enhanced their interpersonal skills and sense of responsibility. Statistical analysis showed no significant differences in most developmental domains when grouped according to demographic profiles, except for emotional development which varied significantly according to grade level and mother's occupation. Moreover, students reported challenges such as fear of poor performance, limited time due to academic workload, and low confidence in participating in activities. These findings suggest that school activities play a crucial role in shaping holistic development while highlighting the influence of maturity and maternal occupational background on emotional growth. Therefore, it is recommended that school administrators strengthen the planning and evaluation of school programs to ensure alignment with holistic development goals, allocate adequate resources for inclusive participation, and provide guidance and support systems that address pupils' emotional needs and encourage active engagement in diverse activities. The study further emphasizes the importance of holistic education in fostering well-rounded learners who are academically competent and socially responsible within their communities. This highlights the need for sustained collaboration among teachers, parents, and stakeholders to maximize the benefits of school activities in student development programs. Ultimately this research contributes to evidence-based educational planning and supports continuous improvement of school activity implementation for holistic learner growth in selected private school settings across developmental domains effectively long term.

Keywords: School Activities, Holistic Development, Intermediate Pupils, Cognitive Development, Social Development, Emotional Development, Educational Management

Introduction

Education is a continuous and lifelong process that nurtures knowledge, skills, and values essential for navigating the complexities of modern life. It serves as an enduring form of human capital that cannot be taken away, shaping individuals across generations and enabling them to contribute meaningfully to society. Beyond intellectual development, education plays a critical role in shaping moral judgment, fostering responsible citizenship, and guiding individuals in distinguishing right from wrong. More importantly, it empowers learners to discover their potential, set meaningful goals, and pursue personal and social fulfillment in an ever-changing world. In the contemporary educational landscape, emphasis is increasingly placed on the holistic development of learners, particularly at the basic education level. Intermediate pupils, typically in Grades 4 to 6, are at a crucial stage of cognitive, emotional, social, and physical development, where foundational learning experiences significantly shape future academic and life outcomes. Private schools, as partners of the Department of Education (DepEd), play a vital role in ensuring quality instruction and holistic formation of learners by providing enriched learning environments that extend beyond traditional classroom instruction.

This direction is strongly supported by national policies that guide both public and private educational institutions. DepEd Order No. 006, s. 2024, also known as the Public and Private Basic Education Complementarity Framework, emphasizes the shared responsibility of all education stakeholders in delivering quality and relevant education. It highlights that private institutions are indispensable partners in advancing the goals of basic education and must align their programs and activities with DepEd's vision of accessible, inclusive, and transformative learning. Similarly, DepEd Order No. 21, s. 2019 underscores the K to 12 curriculum's commitment to holistic learner development by integrating intellectual, physical, social, emotional, moral, and spiritual dimensions through learner-centered and experience-based approaches.

In relation to these policy directions, school activities—particularly co-curricular and extracurricular programs—are recognized as essential mechanisms for extending learning beyond the classroom. These activities, which include sports, arts, academic competitions, leadership training, cultural presentations, and community outreach programs, provide meaningful opportunities for learners to apply knowledge in real-life contexts. They also promote collaboration, creativity, communication, and critical thinking, which are among the essential 21st-century skills required in a rapidly evolving global society. In this regard, teachers serve not only as facilitators of academic instruction but also as mentors and role models who shape learners' attitudes, values, and behaviors through guided experiential learning.

However, despite the increasing availability of instructional resources, innovative teaching strategies, and structured school programs, observations in selected private schools suggest that some intermediate pupils still exhibit gaps in holistic development. These gaps are manifested in limited social participation, low engagement in extracurricular activities, insufficient physical activity, and reduced interest in non-academic school programs. Such conditions indicate that academic instruction alone may not be sufficient to ensure the balanced development of learners, thereby highlighting the need to strengthen the implementation and optimization of school-based activities.

Related studies support the importance of well-designed extracurricular and co-curricular programs in promoting holistic development. International literature consistently shows that structured school activities contribute significantly to both cognitive and non-cognitive outcomes. For instance, Chang and Tsai (2023) emphasize that holistic educational approaches integrating cognitive, emotional, social, and physical dimensions enhance student motivation and academic success. Similarly, Wang (2024) and Vandell (2024) found that participation in organized activities improves students' social competence, emotional regulation, self-confidence, and interpersonal skills. These findings are further reinforced by sociocultural perspectives, particularly Vygotsky's theory, which highlights the importance of social interaction and collaborative learning in cognitive and emotional development (Johnson & Rivera, 2023). A meta-analytic study by Yao et al. (2023) further strengthens this evidence by demonstrating that after-school programs have a statistically significant positive effect on students' cognitive and non-cognitive abilities. Their findings reveal improvements in academic achievement, problem-solving skills, emotional regulation, and social behavior among participants. Notably, the study also identified that program effectiveness depends on factors such as duration, frequency, quality, and socioeconomic context. These findings suggest that structured and well-managed school activities are essential in maximizing learner development outcomes.

Local studies similarly affirm the value of school-based activities in the Philippine context. Delgado and Mendoza (2022) found that extracurricular programs enhance leadership and teamwork skills among intermediate pupils, while Fernandez and Cruz (2022) highlighted their role in developing communication, responsibility, and decision-making abilities. Additional local research further indicates that participation in co-curricular activities improves academic performance, motivation, social interaction, and moral development. More recent qualitative findings by Diagro-Osdon and Castro (2026) also reveal that extracurricular engagement strengthens self-discipline, time management, and leadership skills, while fostering academic success through experiential learning and institutional support systems.

Despite the abundance of foreign and local studies emphasizing the benefits of school activities, several research gaps remain evident. First, most existing studies focus either on academic outcomes or specific skill domains such as leadership or social competence, with limited integrated analysis of holistic development across cognitive, physical, emotional, social, and moral dimensions. Second, there is a scarcity of context-specific studies examining intermediate pupils in private school settings, particularly in localities such as Binangonan, Rizal, where institutional practices and learner characteristics may differ from urban or public school contexts. Third, while many studies acknowledge the importance of extracurricular participation, fewer investigate how school activities are systematically optimized through collaboration among activity coordinators, subject coordinators, and school administrators to ensure developmental alignment.

Given these gaps, there is a clear need to investigate the effects of school activities on the holistic development of intermediate pupils in selected private schools. This study is anchored on the premise that well-structured, purposeful, and optimized school activities serve as essential mechanisms for bridging the gap between classroom learning and real-life application. By examining how these activities influence learners' cognitive, physical, social, emotional, and moral development, the study seeks to provide empirical evidence that can guide educators, school administrators, and policymakers in strengthening co-curricular and extracurricular programs.

Material and methods

2.1 Research Design

This study employs a descriptive research design aimed at determining the relationship between the optimization of school activities and the holistic development of intermediate pupils in selected private schools

2.2 Locale of the Study

This study was conducted in selected private schools located in Binangonan, Rizal. The participating institutions were chosen based on their established commitment to holistic education, values formation, and the implementation of various curricular and co-curricular activities designed to support the overall development of learners. The schools included in the study were Binangonan Catholic College, Raises Montessori Academe of Calumpang, Shining Light Christian College, Inc., and Philippine Best Training Systems Colleges, Inc.

2.3 Respondents of the Study

The respondents of this study are the intermediate pupils, specifically Grades 4, 5, and 6, enrolled in selected private schools in Binangonan, Rizal. The total population consists of 466 pupils, distributed as follows: 157 pupils from Grade 4, 160 pupils from Grade 5, and 149 pupils from Grade 6. These respondents come from four private institutions, namely Binangonan Catholic College with 249 pupils, Philippine Best Training Systems Colleges, Inc. with 87 pupils, Raises Montessori Academe of Calumpang with 89 pupils, and Shining Light Christian College, Inc. with 41 pupils. The respondents were chosen as they represent the intermediate level learners who are actively engaged in various school activities and are capable of providing relevant data on the effects of these activities on their holistic development..

2.4 Sample and Sampling Procedure

The study employed a stratified random sampling technique to ensure proportional representation of each grade level and participating school. The total population of 466 intermediate pupils was first stratified according to grade level and school affiliation to guarantee balanced representation across groups. From each stratum, respondents were randomly selected to avoid bias and ensure that every pupil had an equal chance of being included in the study. This procedure was used to obtain a representative sample that accurately reflects the characteristics of intermediate pupils in selected private schools in Binangonan, Rizal, thereby strengthening the validity and reliability of the findings.

2.5 Research Instrument

The primary instrument used in this study is a structured survey questionnaire composed of three parts. Part I gathers the respondents' profile, including age, sex, grade level, sibling position, number of children in the family, parents' educational attainment, parents' occupation, monthly family income, and the nature of school activities participated in such as academic, sports, cultural, leadership, outreach/community service, religious, and other related activities. Part II determines the extent of the effects of school activities on the holistic development of intermediate pupils in terms of cognitive, social, emotional, physical, and moral development using a five-point Likert scale ranging from "Never" to "Always (Very High Effect)." Part III assesses the challenges encountered by pupils in participating in school activities, also measured using a five-point Likert scale ranging from "Never Encountered" to "Always Encountered." The instrument was validated through the careful review and evaluation of the researcher's adviser, statistician, professorial lecturers, student services head, school principal, and the dean of graduate studies, whose suggestions were incorporated to improve its clarity, content, and relevance prior to administration to the respondents.

2.6 Data Gathering Procedure

The researcher followed the Gantt Chart of Activities in the conduct of the study. This includes the formulation of research problems up to the revision of the manuscript and submission of the final copy. After the validation of the instrument, permission to conduct the study. The questionnaire-checklist was administered to the respondents using the Google survey form and printed materials. Gathering of the needed information was guided by the Data Privacy Act of 2012. After the retrieval, the data were encoded and processed through the Statistical Package for Social Sciences (SPSS). Data were analyzed and interpreted based on the sub- problems. Based on the interpreted data, summary of findings, conclusions and recommendations were formulated. After the oral defense, the manuscript was revised considering the comments and suggestions of the Oral Examination Committee. It was also subjected to anti-plagiarism test at the Statistical Center. After finalization, hard bound copies were submitted to the office of the Graduate Studies Program and other offices.

2.7 Data Analysis Techniques

The data gathered in this study were analyzed using appropriate descriptive and inferential statistical tools. Frequency, percentage, and rank distribution were used to describe the profile of the respondents. To determine the extent of the effects of school activities on the holistic development of intermediate pupils in terms of cognitive, social, emotional, physical, and moral aspects, weighted mean was employed. Likewise, weighted mean was also used to identify the extent of challenges encountered by pupils in participating in school activities. To test for significant differences in the perceived effects of school activities on holistic development when grouped according to respondents' profile variables, One-Way Analysis of Variance (ANOVA) was utilized.

2.8 Ethical Considerations

This study strictly adhered to ethical standards in the conduct of research. Prior to data collection, permission was sought from the school authorities and concerned officials to ensure proper coordination and approval. The respondents were

informed about the purpose of the study, and their participation was entirely voluntary. Informed consent was obtained, assuring them that they could withdraw from the study at any time without any consequences. Confidentiality and anonymity of the respondents were strictly maintained by not disclosing their identities and ensuring that all collected data were used solely for academic purposes. Additionally, the researcher ensured that no harm, discomfort, or bias would affect the participants throughout the process. All information gathered was treated with utmost respect and integrity, and results were presented honestly and objectively.

Results and Discussion

3.1 Profile of the Respondents in Terms of the Selected Variables

As shown in the table, out of 466 respondents, 30.7% are 11 years old while 1.5% are 13 years old with 50.6% male and 49.4% as female. As to their grade level, 34.3% are grade 5 while 32% are grade 6. In terms of their sibling position, 31.5% are 2nd in the family while 6% are 4th and above sibling position in the family. In terms of the number of children in the family, 38.2% have 2 children while 7.3% have 5 or more children in the family. As to their parents educational attainment, both parents are mostly college graduate with 70% for the fathers while 68.2% are for the mothers, while for the parents occupation, both obtained high percentage for the choice others with 38.4% for the fathers while mothers have 29% earning Php 40,001 and above at 26%. As for the nature of school activities participated, many had chosen outreach/community service with 24% while 8.5% chose other activities.

Table 1
*Frequency, Percentage and Rank Distribution of the Respondents
in Terms of the Selected Variables*

Age	F	%	Rank			
13 years old	7	1.5	5			
12 years old	94	20.2	3			
11 years old	143	30.7	1			
10 years old	132	28.3	2			
9 years old	90	19.3	4			
Total	466	100.0				
Sex						
Male	236	50.6	1			
Female	230	49.4	2			
Total	466	100.0				
Grade Level						
Grade 6	149	32.0	3			
Grade 5	160	34.3	1			
Grade 4	157	33.7	2			
Total	466	100.0				
Sibling Position						
4 th and above	28	6.0	5			
3 rd	77	16.5	4			
2 nd	147	31.5	1			
1 st	126	27.0	2			
Only Child	88	18.9	3			
Total	466	100.0				
Number of Children in the Family						
5 or more	34	7.3	5			
4	45	9.7	4			
3	119	25.5	2			
2	178	38.2	1			
1	90	19.3	3			
Total	466	100.0				
Parent's Educational Attainment	Father			Mother		
	f	%	Rank	F	%	Rank
Doctorate Degree Holder	16	3.4	4	15	3.2	5
With Doctorate Units	6	1.3	7.5	6	1.3	9
MA Degree Holder	4	.9	9	12	2.6	6

With MA units	14	3.0	5	19	4.1	4
College Graduate	326	70.0	1	318	68.2	1
College Undergraduate	41	8.8	3	43	9.2	2
High School Graduate	42	9.0	2	37	7.9	3
High School Undergraduate	6	1.3	7.5	8	1.7	7.5
Elementary Graduate	9	1.9	6	8	1.7	7.5
Elementary Undergraduate	2	.4	10			
Total	466	100.0		466	100.0	
Parent's Occupation	Father		Mother			
	f	%	F	%	f	%
Professional	97	20.8	2	104	22.3	3
Business Owner	58	12.4	4	59	12.7	4
Laborer	21	4.5	6	5	1.1	6
Skilled Worker	81	17.4	3	46	9.9	5
Househusband/Housewife	30	6.4	5	117	25.1	2
Others	179	38.4	1	135	29.0	1
Total	466	100.0		466	100.0	
Monthly Family Income						
Php 40,001 and above	121		26.0		1	
Php 30,001 – Php 40,000	85		18.2		4	
Php 20,001 – Php 30,000	103		22.1		2	
Php 10,001 – Php 20,000	94		20.2		3	
below Php 10,000	63		13.5		5	
Total	466		100.0			
Nature of School Activities participated in						
Academic activities	286		14.7		2	
Sports Activities	269		13.9		4	
Cultural activities	274		14.1		3	
Leadership Activities	221		11.4		6	
Outreach/Community Service	466		24.0		1	
Religious Activities	260		13.4		5	
Others	165		8.5		7	
Total	1941		100			

3.2 Extent of Effects of the School Activities on the Holistic Development of Intermediate Pupils as Perceived by Themselves With Respect to the Different Aspects

The results reveal that school activities have an overall high effect on the holistic development of intermediate pupils, with a composite weighted mean of 4.21 interpreted as “Often” or “High Effect.” Among the five dimensions, moral development ranked first (4.40), followed by physical development (4.26) and social development (4.22), while cognitive development (4.13) and emotional development (4.02) ranked fourth and fifth respectively. Although emotional development obtained the lowest mean, it still reflects a high level of perceived impact. These findings indicate that school activities in selected private schools effectively promote balanced development across all domains, with particularly strong influence on moral formation. However, the results also suggest the need to further enhance programs that support emotional development to achieve more evenly distributed outcomes across all aspects of holistic growth.

Table 2

Extent of Effects of the School Activities on the Holistic Development of Intermediate Pupils as Perceived by Themselves With Respect to the Different Aspects

Aspects	Overall $\bar{W\bar{X}}$	Verbal Interpretation	Rank
Cognitive Development	4.13	Often(High Effect)	4
Social Development	4.22	Often(High Effect)	3
Emotional Development	4.02	Often(High Effect)	5
Physical Development	4.26	Often(High Effect)	2
Moral Development	4.40	Often(High Effect)	1
Composite $\bar{W\bar{X}}$	4.21	Often(High Effect)	

3.3 Significant Difference on the Extent of Effects of the School Activities on the Holistic Development of Intermediate Pupils as Perceived by Themselves with Respect to the Different Aspects in Terms of Their Profile

Table 3 shows that most profile variables did not yield significant differences in the perceived effects of school activities on holistic development, as indicated by p-values greater than 0.05. However, significant differences were found in emotional development when grouped according to grade level ($p = .013$) and mother's occupation ($p = .030$). This suggests that pupils generally have similar perceptions of the effects of school activities regardless of their demographic profile, including age, sex, family structure, income, and parents' educational attainment. Nevertheless, variations in emotional development imply that maturity level and maternal occupational background may influence how pupils respond emotionally to school activities. Overall, the findings indicate that school activities are inclusive and beneficial across diverse learner backgrounds, although emotional support interventions may need to be more responsive to developmental and family-related contexts. These results are consistent with Garcia and Thompson (2022), who emphasized that structured school activities benefit diverse learners, and Santos and dela Cruz (2021), who found that co-curricular programs positively influence pupils regardless of demographic differences.

Table 3

Significant Difference on the Extent of Effects of the School Activities on the Holistic Development of Intermediate Pupils as Perceived by Themselves with Respect to the Different Aspects in Terms of Their Profile

Aspects/Variables	F-value	p-value	Ho	Verbal Interpretation
Age				
Cognitive Development	.465	.761	Accepted	Not Significant
Social Development	1.914	.107	Accepted	Not Significant
Emotional Development	1.559	.184	Accepted	Not Significant
Physical Development	1.426	.224	Accepted	Not Significant
Moral Development	.772	.544	Accepted	Not Significant
Sex				
Cognitive Development	.535	.465	Accepted	Not Significant
Social Development	.618	.432	Accepted	Not Significant
Emotional Development	.044	.834	Accepted	Not Significant
Physical Development	.587	.444	Accepted	Not Significant
Moral Development	.776	.379	Accepted	Not Significant
Grade Level				
Cognitive Development	.356	.701	Accepted	Not Significant
Social Development	1.304	.273	Accepted	Not Significant
Emotional Development	4.360	.013	Rejected	Significant
Physical Development	.911	.403	Accepted	Not Significant
Moral Development	.232	.793	Accepted	Not Significant
Sibling Position				
Cognitive Development	.912	.457	Accepted	Not Significant
Social Development	.623	.646	Accepted	Not Significant
Emotional Development	1.905	.109	Accepted	Not Significant
Physical Development	.779	.539	Accepted	Not Significant
Moral Development	.326	.860	Accepted	Not Significant
Number of Children in the family				
Cognitive Development	.133	.970	Accepted	Not Significant
Social Development	.176	.951	Accepted	Not Significant
Emotional Development	1.070	.371	Accepted	Not Significant
Physical Development	.475	.754	Accepted	Not Significant
Moral Development	.045	.996	Accepted	Not Significant
Father's Educational Attainment				
Cognitive Development	1.407	.182	Accepted	Not Significant
Social Development	1.811	.064	Accepted	Not Significant
Emotional Development	1.309	.230	Accepted	Not Significant
Physical Development	1.577	.119	Accepted	Not Significant
Moral Development	1.234	.272	Accepted	Not Significant
Mother's Educational Attainment				
Cognitive Development	.808	.596	Accepted	Not Significant
Social Development	1.407	.191	Accepted	Not Significant
Emotional Development	1.134	.339	Accepted	Not Significant

Physical Development	.897	.519	Accepted	Not Significant
Moral Development	1.662	.105	Accepted	Not Significant
Father's Occupation				
Cognitive Development	.404	.846	Accepted	Not Significant
Social Development	.701	.623	Accepted	Not Significant
Emotional Development	.769	.573	Accepted	Not Significant
Physical Development	.231	.949	Accepted	Not Significant
Moral Development	.767	.574	Accepted	Not Significant
Mother's Occupation				
Cognitive Development	2.118	.062	Accepted	Not Significant
Social Development	1.920	.090	Accepted	Not Significant
Emotional Development	2.505	.030	Rejected	Significant
Physical Development	1.541	.176	Accepted	Not Significant
Moral Development	1.946	.086	Accepted	Not Significant
Monthly Family Income				
Cognitive Development	1.498	.189	Accepted	Not Significant
Social Development	.897	.483	Accepted	Not Significant
Emotional Development	1.874	.097	Accepted	Not Significant
Physical Development	1.196	.310	Accepted	Not Significant
Moral Development	1.006	.414	Accepted	Not Significant
Nature of School Activities participated in				
Cognitive Development	1.004	.421	Accepted	Not Significant
Social Development	.922	.478	Accepted	Not Significant
Emotional Development	.669	.674	Accepted	Not Significant
Physical Development	.927	.474	Accepted	Not Significant
Moral Development	.842	.537	Accepted	Not Significant

3.4 Extent of the Challenges Encountered by the Intermediate Level Students in Participating in School Activities

The results show that the overall challenges encountered by intermediate pupils in participating in school activities obtained a weighted mean of 2.91, interpreted as "Sometimes Encountered." The most frequently encountered challenge was fear of failing or performing poorly (WM = 3.37), while transportation problems ranked last (WM = 2.56), both still interpreted as sometimes encountered. These findings suggest that pupils experience moderate barriers in engaging in school activities, which are more related to personal concerns such as confidence and time management rather than external limitations. Overall, pupils still recognize the value of school activities and are generally able to participate, although balancing academic demands, family responsibilities, and extracurricular involvement remains a challenge. This indicates the need for strengthened support systems, improved scheduling, and enhanced guidance to further ease participation and maximize engagement in school programs.

Table 4

Extent of the Challenges Encountered by the Intermediate Level Students in Participating in School Activities

Challenges Encountered	W $\bar{X}$	Verbal Interpretation	Rank
1. Lack of time due to academic requirements	3.07	Sometimes Encountered	2
2. Financial limitations	2.86	Sometimes Encountered	6,5
3. Lack of parental support	2.59	Sometimes Encountered	9
4. Lack of confidence to join	3.06	Sometimes Encountered	3
5. Conflicts with schedule	2.93	Sometimes Encountered	4.5
6. Limited slots for participants	2.85	Sometimes Encountered	8
7. Health concerns	2.86	Sometimes Encountered	6.5
8. Transportation problems	2.56	Sometimes Encountered	10
9. Fear of failing or performing poorly	3.37	Sometimes Encountered	1
10. Lack of information about the activity	2.93	Sometimes Encountered	4.5
Overall W$\bar{X}$	2.91	Sometimes Encountered	

Conclusions & Recommendations

Based on the findings of the study, it is concluded that grade level and mother's occupation significantly influence the holistic development of intermediate pupils, particularly in terms of emotional development. This indicates that while most aspects of holistic development are not significantly affected by respondents' profile variables, emotional development varies depending on learners' maturity level and maternal occupational background. Overall, the study suggests that school

activities contribute positively to learners' holistic development, but certain demographic factors may influence how pupils experience emotional growth.

In light of the findings, it is recommended that school administrators strengthen the planning, implementation, and evaluation of school programs to ensure alignment with holistic development goals. Adequate resources should be allocated to promote inclusive participation, while activity coordinators are encouraged to design balanced programs that address cognitive, physical, social, emotional, and moral development. Schools may also implement monitoring and feedback systems, integrate co-curricular activities into classroom instruction, and provide opportunities for less active pupils to participate. Furthermore, parental involvement should be strengthened to support learners' engagement in school activities. Finally, the proposed action plan is recommended for implementation, and future researchers are encouraged to conduct similar studies using other variables for further validation and expansion of findings.

Compliance with ethical standards

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