

# Beyond the Classroom: The Transformative Influence of Clubs and Chapters on Student Life

Aravindhaa V<sup>1</sup>, R J Sanjanaa<sup>2</sup>, Neha Reddy Kachireddy<sup>3</sup>,  
Dr. Balamurugan J<sup>4</sup>

<sup>1,2,3</sup>Student, School of Electronics Engineering, Vellore Institute of Technology, Vellore.

<sup>4</sup>Assistant Professor, School of Social Science and Languages, Vellore Institute of Technology, Vellore.

## Abstract

In modern education, student involvement expands beyond conventional classroom settings, reaching into extracurricular spheres. This paper investigates the transformative influence of clubs and chapters on student life, delving into their multifaceted impact beyond academic realms. Utilizing a mixed-methods approach, with fixed quantitative surveys and open-end responses questionnaires were conducted to explore student perceptions and experiences within these extracurricular contexts. Findings reveal that participation in clubs and chapters fosters personal growth, enhances social connections, and cultivates valuable skills outside the scope of formal education. Additionally, the study examines the role of clubs and chapters in promoting holistic development, including leadership skills, teamwork, and cultural awareness. Thematic analysis reveals significant themes, showcasing the various ways in which involvement in extracurricular activities shapes student identity and enhances the collegiate journey. Ultimately, the study underscores the pivotal role of clubs and chapters as catalysts for transformation in student life, preparing individuals for success beyond graduation.

**Keywords:** Clubs, Chapters, Extra-curricular Activities, Student Life, College, Academics.

## 1. Introduction

Universities offer a rich learning environment that extends beyond the confines of the traditional classroom instructions (Darling, 2005; Morris, n.d.). A crucial aspect of this environment is student involvement in clubs and chapters. These extracurricular organizations provide students with unique opportunities to explore their interests, develop valuable skills, and connect with like-minded peers. While the academic benefits of attending college are well-documented, the impact of CCs (clubs and chapters) on student development remains an area of ongoing exploration (Hui et al., 2016).

Utilizing a survey-based approach, through set of well-defined questionnaires, the study gathers data from a diverse range of students to explore their experiences and perceptions of extracurricular involvement (Moilanen et al., 2014; Oberle et al., 2019). Specifically, the study investigates the factors that motivate students to join clubs and chapters, the perceived benefits of participation, and the ways in which these organizations contribute to personal and academic growth.

Beyond academic pursuits, students immerse themselves in a plethora of extracurricular activities (Farrell et al., 2023), seeking avenues for personal growth, leadership skills (Ruth Paragoso Sumague, 2023), social interaction, skill development and many others. Among these extracurricular endeavors, clubs and

chapters within educational institutions emerge as vital spaces for student involvement and enrichment. This paper explores the transformative influence of clubs and chapters on student life, shedding light on their multifaceted impact beyond academic realms.

## 2. Objective

This study aims to investigate the transformative influence of clubs and chapters on student life, with a focus on understanding the perceptions, experiences, and outcomes of student engagement in extracurricular activities. The specific objectives include:

- Explore the motivations behind student participation in clubs and chapters within educational institutions.
- Examine the perceived benefits of club and chapter membership, including personal development, social interaction, and academic performance.
- Investigate the correlation between students' level of involvement in CCs with their academics.
- Evaluate students' satisfaction and engagement levels with their club and chapter experiences.

Through comprehensive analysis of responses to the provided questionnaire, this study seeks to provide valuable insights into the transformative potential of extracurricular engagement on student life.

## 3. Methodology

A comprehensive mixed-methods approach (Zhalgassova et al., 2023) was employed in this research, incorporating both open-end responses and quantitative surveys through questionnaires. These methodologies provided a nuanced understanding of student perceptions and experiences within the context of clubs and chapters. Participants, spanning various age groups, genders, and academic levels, shared their insights on membership, participation frequency, motivations, perceived benefits, and observed outcomes.

The questionnaire utilized in this study aimed to capture diverse perspectives on the role of clubs and chapters in personal development, academic performance, social interaction, and overall satisfaction. Questions delved into motivations for joining, perceived benefits, changes in skills and attitudes, and recommendations for improvement. Through analysis of open-end responses, key themes emerged, highlighting the significance of clubs and chapters as transformative agents in student life.

A structured questionnaire was designed to collect quantitative data on various aspects of club and chapter involvement, including membership, participation frequency, perceived benefits, satisfaction levels, and recommendations for improvement. The survey was distributed electronically to a sample of students across different academic programs and levels to ensure uniformity and high-level quality of research.

## 4. Data Analysis

Thematic analysis was employed to analyze the open-end responses, identifying key themes and patterns in student narratives regarding their experiences with clubs and chapters. The quantitative data from the surveys were analyzed using statistical techniques to examine correlations, trends, and associations between different variables.

## 5. Result Findings

The basic demographics results indicate that the age distribution among respondents ranges from 17 to

24 years, with a median age of 20 years, encompassing approximately 48% of questionnaire participants. Furthermore, approximately 55% of respondents identify as male, while 44% identify as female; a negligible 1% prefer not to disclose their gender.

This distribution suggests a balanced gender representation, with a ratio of approximately 0.8, indicating a commendable gender ratio in respondent selection. Additionally, 94% of respondents hail from undergraduate academic backgrounds, while the remaining 6% are from postgraduate academic levels. This difference underscores a higher prevalence of club and chapter involvement among undergraduate students.

The data, as shown in figure 1, reveals interesting trends in gender representation across different club and chapter categories. While male participation dominates in technical clubs (65 males vs. 39 females), females show a stronger presence in social outreach clubs (34 females vs. 21 males). Art & Cultural clubs exhibit a more balanced participation (39 males vs. 46 females). Literary clubs lean slightly towards female involvement (25 females vs. 18 males). Sports clubs, as expected, have a higher number of males (13 males vs. 6 females). Overall, the data suggests a potential gender gap in technical and sports clubs, while other categories show a more balanced or even female-dominant trend. Health & Wellness (12 males vs. 12 females) and Chapters (23 males vs. 24 females) shows equally balanced gender ratio. The survey permits users to select multiple options, and the comparison has been conducted separately for males and females, resulting in percentages that do not necessarily add up to 100%.

**Figure 1. Gender inclusion in different Clubs and Chapters.**

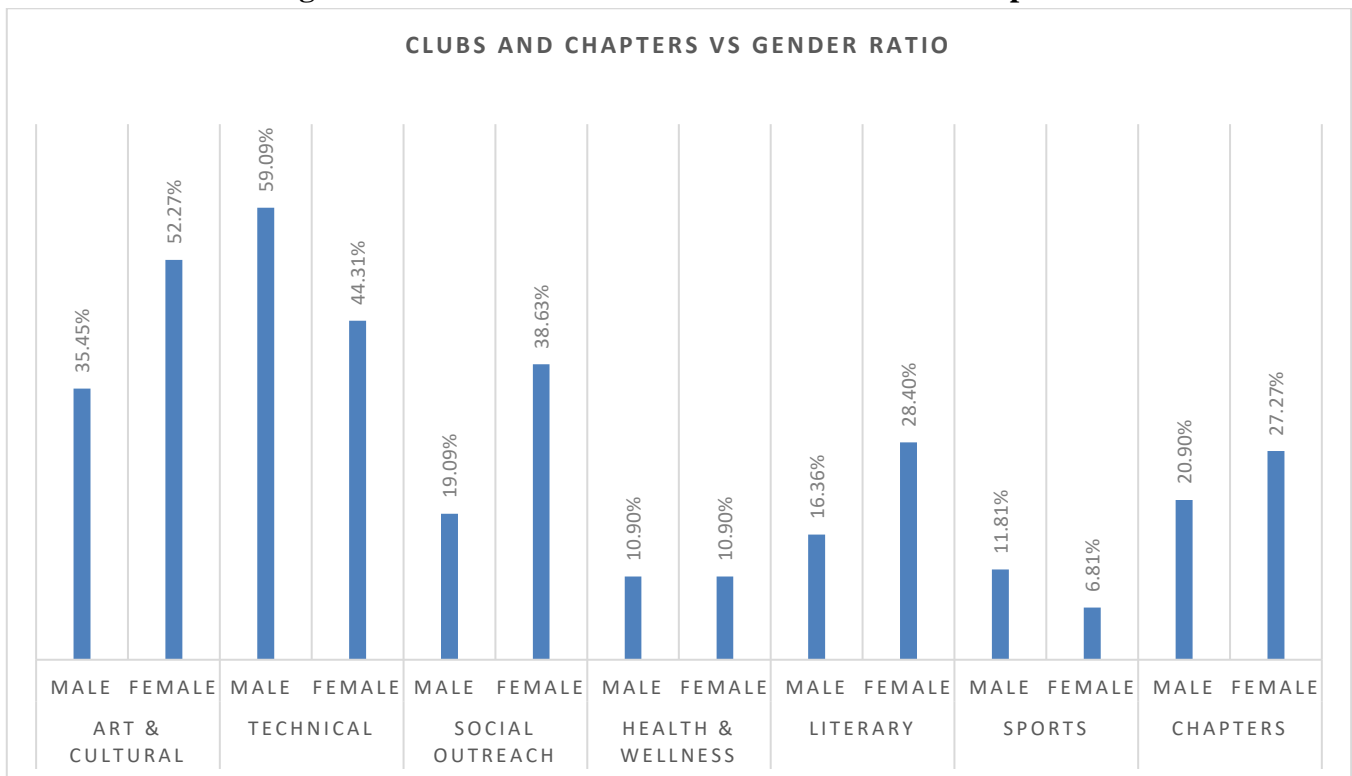
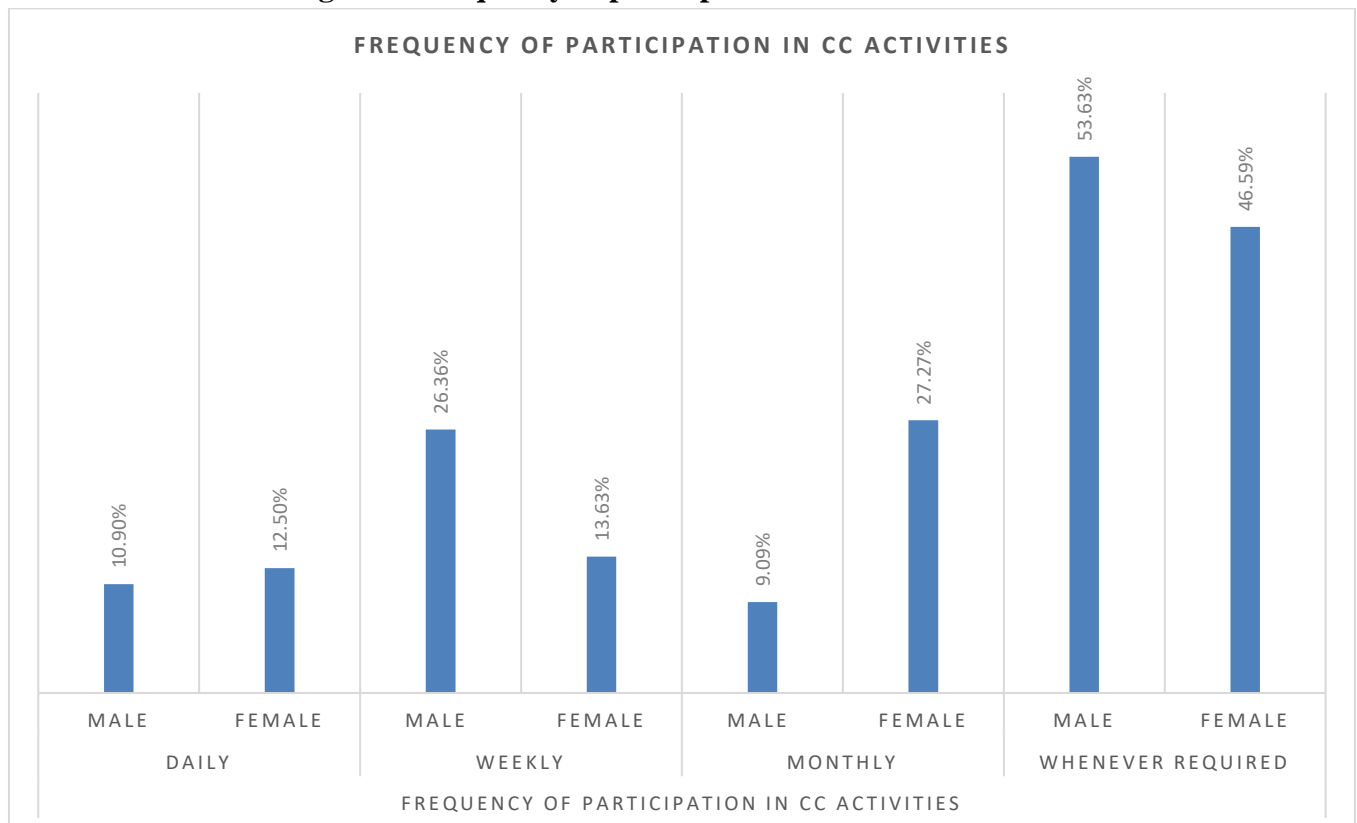


Figure 2, illustrates the trend in male and female participation preferences in Club Activities across different frequencies: daily, weekly, monthly, or as whenever required. The data indicates a prevalent inclination among both genders to engage in CCs activities as whenever required, suggesting a desire to

balance academic and extracurricular commitments effectively. Also, a higher percentage of male prefers weekly participation in CCs activities whereas a higher percentage of female prefer monthly participation in CCs activities. On the contrary, a smaller percentage of males and females choose daily participation, suggesting a keen interest in CCs activities and a strong interest towards skill development beyond academics on daily basis. This trend underscores the importance of providing flexible engagement opportunities within clubs and chapters to accommodate varying student schedules and priorities, thereby promoting a healthier work-life-academic balance.

**Figure 2. Frequency of participation vs Gender inclusion.**



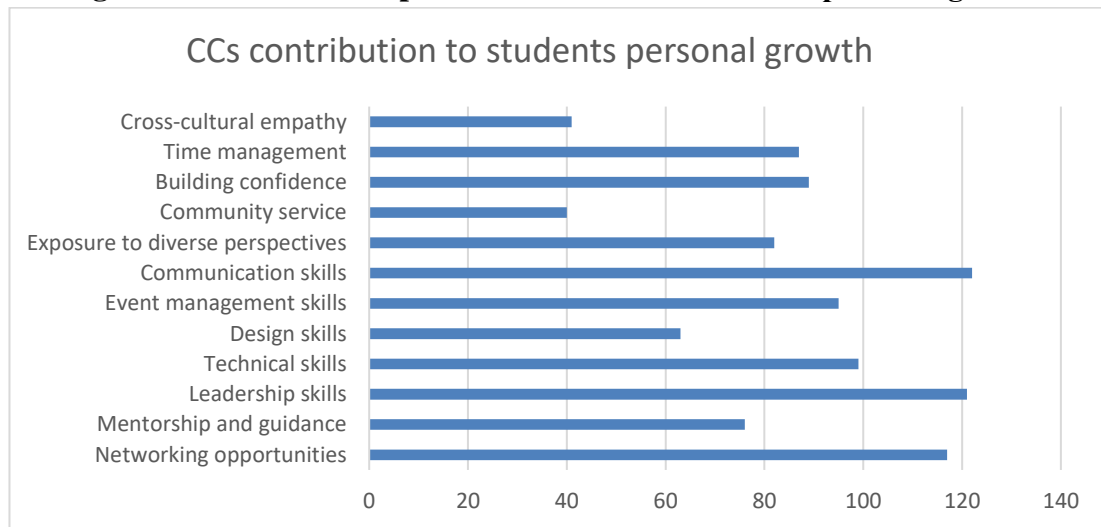
The motivations for joining clubs and chapters among students are diverse, ranging from personal interests, skill development, and social interaction to seeking new experiences and networking opportunities. Some students are drawn to clubs aligned with their hobbies or career aspirations, while others join to explore different fields or combat boredom. Additionally, socializing, forming connections, and gaining leadership experience are cited as significant factors. Many students view these extracurricular activities as avenues for personal growth, enhancing their resumes, and alleviating academic stress.

Student involvement in clubs and chapters unlocks a treasure trove of benefits that extend far beyond the classroom. Participating in CCs activities allows students to delve into diverse fields, acquiring valuable knowledge that complements their academic pursuits. Communication and teamwork skills blossom as students collaborate with like-minded peers. Confidence surges as individual’s step outside their comfort zones and take on leadership roles. The impact extends even further, fostering social connections and providing a platform for personal growth. Students gain exposure to industry insights and practical

experience in various domains, building valuable skills that enhance their resumes and prepare them for future careers.

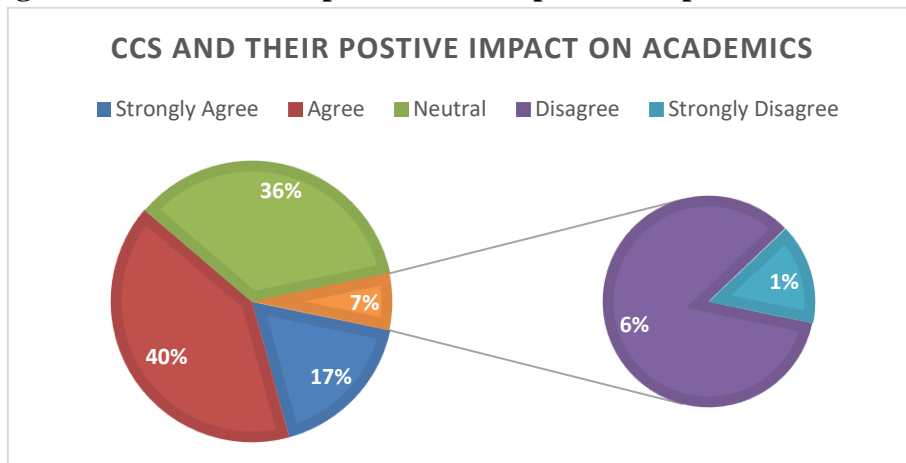
Approximately half of students, depicted in Figure 3, recognize clubs and chapters as platforms for obtaining networking opportunities, honing leadership skills, acquiring technical expertise and practical knowledge, improving communication abilities, and developing event management proficiency. These skills constitute fundamental aspects of students' involvement in clubs and chapters, contributing significantly to their holistic development beyond academic realms. This acknowledgment underscores the pivotal role of extracurricular activities in fostering a well-rounded skill set among students.

**Figure 3. Clubs and Chapters contribution to students' personal growth.**



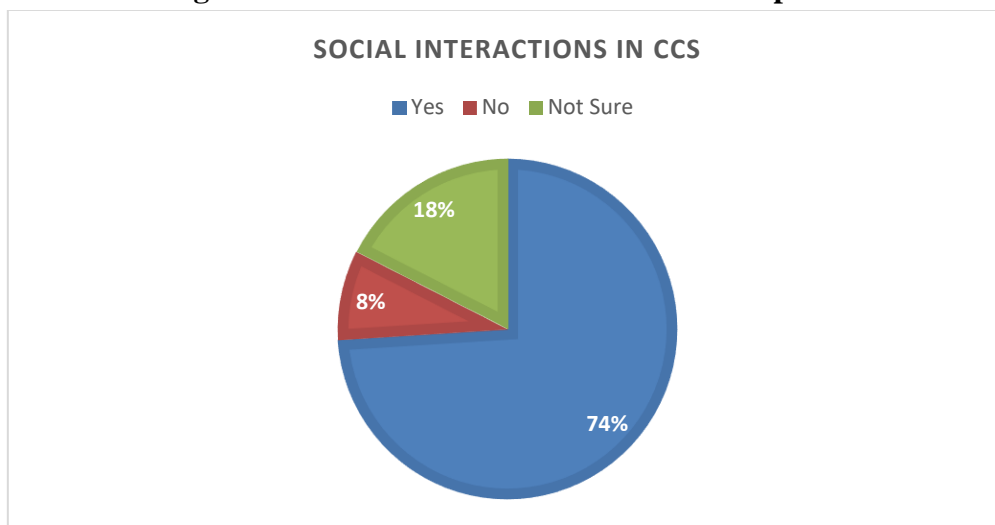
The data from the survey, shown in figure 4, highlights a significant positive perception among students regarding the impact of involvement in clubs and chapters on their academic performance, with a combined 57% (17% strongly agree and 40% agree), expressing agreement. Notably, a considerable portion, comprising 36%, remains neutral on the matter, suggesting a level of uncertainty or lack of strong opinion. Conversely, only a small minority, totaling 7%, expresses negative sentiments. Overall, most respondents perceive a positive correlation between their involvement in extracurricular activities and their academic performance, with a notable minority expressing a neutral stance.

**Figure 4. Clubs and Chapters and their positive impact on academics.**



The survey data indicates a strong belief among students, with 74% agreeing, that clubs and chapters foster social interaction and networking opportunities, as shown in figure 5. From thematic analysis of open-end responses data, various mechanisms are cited for facilitating this interaction, including conducting events, workshops, and meetings, as well as forming teams for collaborative projects. Platforms like Discord servers and WhatsApp groups are also utilized to connect students with industry professionals and like-minded peers. Furthermore, involvement in clubs and chapters enables students to expand their social circles, meet new people from different backgrounds, and build connections with seniors, juniors, and alumni. Overall, the data underscores the vital role of clubs and chapters in promoting social interaction, networking, and community engagement among students.

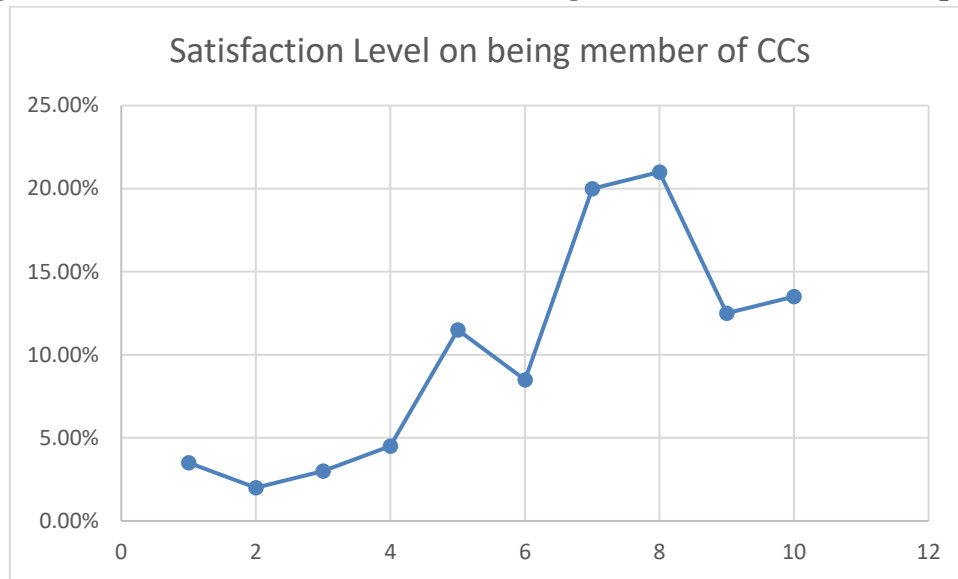
**Figure 5. Social Interaction in Club and Chapters.**



The figure 6, shows the interpretation of Student Satisfaction with Clubs and Chapters. The data on student satisfaction with their club and chapter experiences reveals a generally positive trend with a slight skew towards higher satisfaction scores. Here is a breakdown of the findings:

- **Highly Satisfied (8-10):** A combined 57% of students reported high satisfaction (scores of 8 or above). This suggests most students who participate in clubs and chapters find them to be a valuable experience.
- **Moderately Satisfied (5-7):** 44% of students reported moderate satisfaction (scores of 5-7). This indicates that while they find the experience positive, it may not be exceptional.
- **Low Satisfaction (1-4):** Only 9.5% of students reported low satisfaction (scores of 1-4). This is a relatively small portion of the student body who might be dissatisfied with their club or chapter experiences.

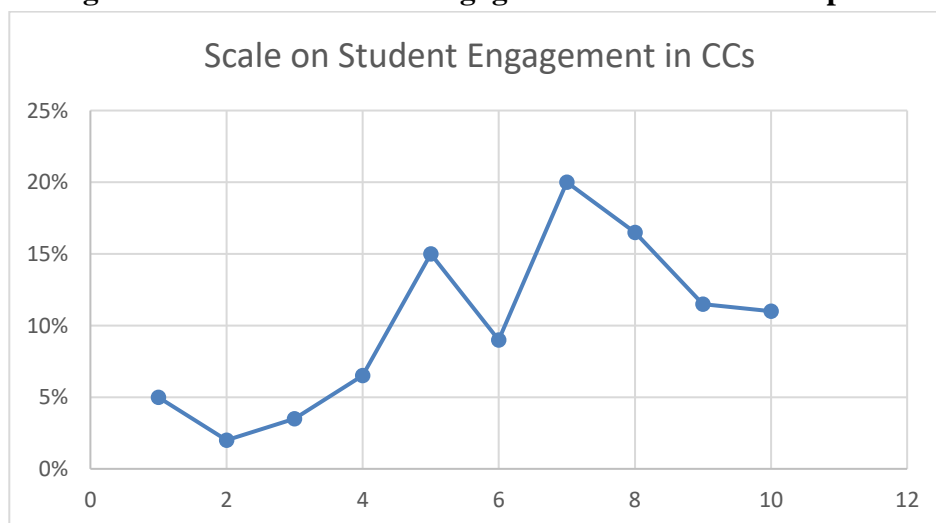
**Figure 6. Scale on Satisfaction Level on being member of Club and Chapters.**



The figure 7, shows the Interpretation of Student Engagement in Clubs and Chapters. The data on student engagement in club and chapter activities reveals a somewhat skewed distribution towards the lower end of the scale (1-5). Here is a breakdown of the findings:

- **High Engagement (7-10):** A combined 38.5% of students reported feeling highly engaged (scores of 7 or above). This suggests a significant portion of the student body actively participates in their clubs and chapters.
- **Moderate Engagement (4-6):** 24.5% of students reported moderate engagement (scores of 4-6). This indicates some level of participation, but perhaps not as frequent or intense.
- **Low Engagement (1-3):** 37% of students reported feeling low engagement (scores of 1-3). This is a significant portion of the student body that might be minimally involved or not involved.

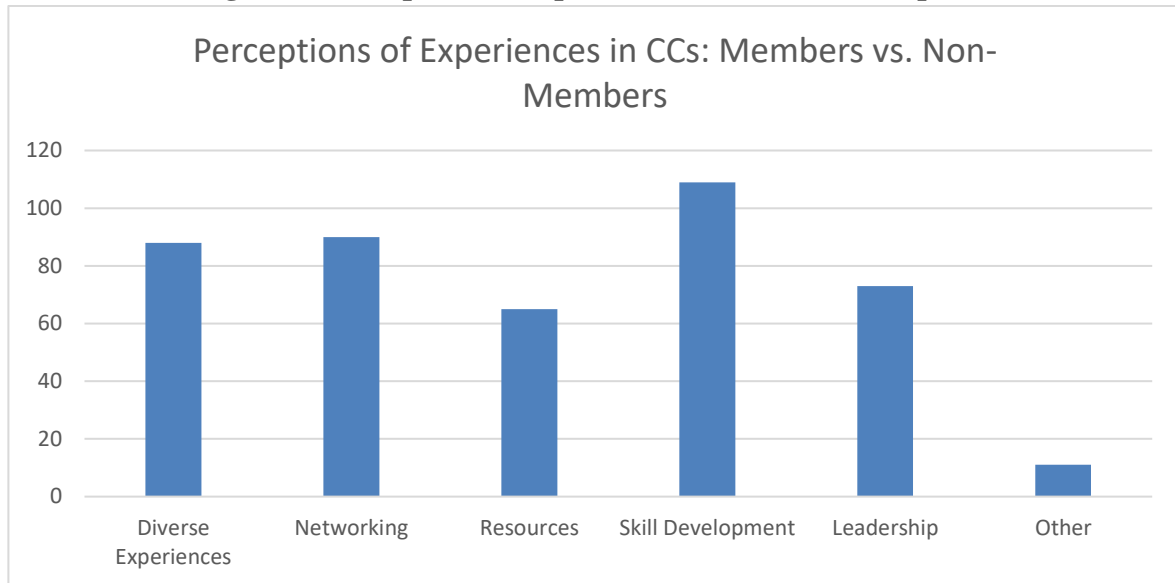
**Figure 7. Scale on Student Engagement in Club and Chapters.**



The figure 8. represents the quantitative and open-ended responses from students regarding their perception of experiences in CCs comparing to non-members, which distinctly underscores their

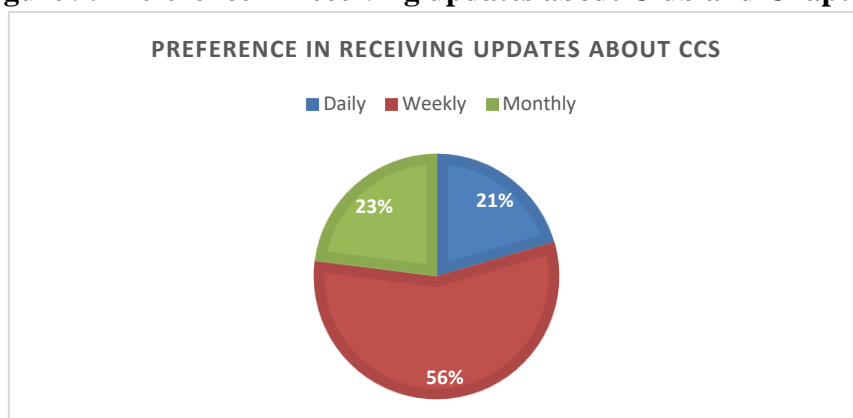
transformative influence being member of CCs. Participation fosters a multitude of skills, with communication and leadership topping the list. From technical expertise gained in specific clubs to social confidence built through overcoming shyness. Many noted a boost in confidence and a shift in perspective, alongside improved networking opportunities and the cultivation of valuable connections. Students also highlighted the enhancement of time management skills and discipline, as well as the fostering of personal qualities such as patience, maturity, and empathy.

**Figure 8. Perception of Experiences in Club and Chapters.**



The quantitative data, showing students preference to receive updates from CCs shown in figure 9, suggests that most respondents, accounting for 56.5%, prefer to receive updates about events from clubs and chapters on a weekly basis. This indicates that they find a weekly frequency suitable for staying informed without feeling overwhelmed by too frequent updates. Meanwhile, 23% of respondents prefer monthly updates, which implies a preference for less frequent communication, possibly to avoid flooded with messages. Only 20.5% of respondents opt for daily updates, indicating a minority preference for more frequent communication, likely reflecting a desire to stay continuously engaged and updated with club activities.

**Figure 9. Preference in receiving updates about Club and Chapters.**

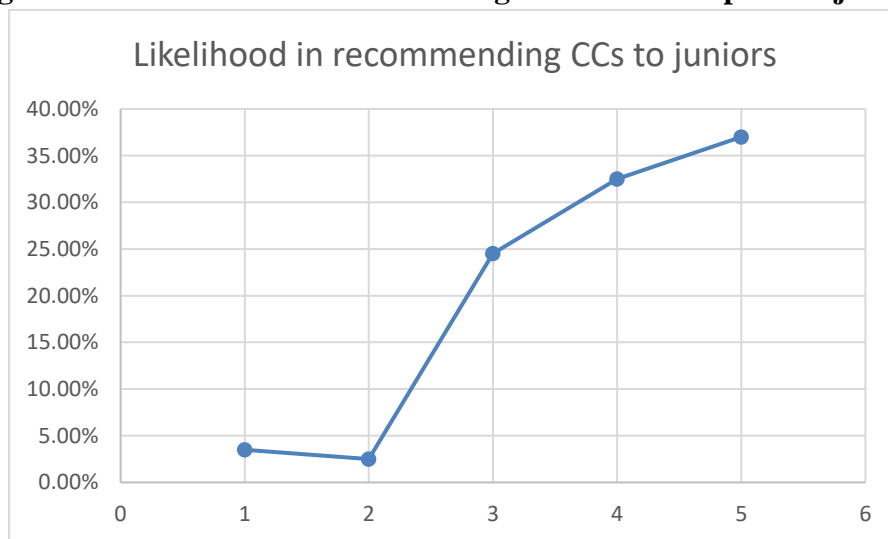




From the open-end responses, the thematic analysis conveys that there is a distinct and a clear difference in the experiences of students who are actively involved in clubs and chapters compared to those who are inactive. Actively involved students generally report enhanced social skills, confidence, and leadership abilities. They also benefit from increased networking opportunities and a broader perspective on problem-solving and team management. On the other hand, inactive students often miss out on these benefits and may feel less engaged with the college community. Active participation appears to contribute significantly to personal development and academic success, highlighting the importance of involvement in extracurricular activities.

The statistical data shows that the respondents' ratings regarding their likelihood of recommending clubs and chapters to their friends and juniors in figure 10, with options ranging from 1 to 5, where 1 represents "unlikely" and 5 represents "highly likely". The majority respondents (37%) indicated a high likelihood of recommending clubs and chapters, followed by 32.5% who rated it as a 4, suggesting a considerable endorsement of these extracurricular activities. Meanwhile, 24.5% rated it as a 3, indicating a neutral or a moderate likelihood of recommendation, while 3.5% and 2.5% rated it as 1 and 2 respectively, suggesting a smaller proportion with lower endorsement levels.

**Figure 10. Likelihood in recommending Clubs and Chapters to juniors.**



The open-end responses indicate a variety of recommendations for juniors regarding their participation in clubs and chapters. Many emphasize the benefits of joining these extracurricular activities, highlighting the opportunities for skill development, networking, and personal growth. Suggestions include joining clubs based on personal interest, actively participating in events, and making connections with seniors. There is an agreement on the importance of balancing academic and extracurricular activities for a wholesome college experience. Recommendations also touch upon the advantages of joining clubs early in one's college journey to maximize the benefits. Additionally, some respondents advise against overcommitting to too many clubs, emphasizing quality over quantity. The importance of active involvement and dedication is stressed, with suggestions to contribute meaningfully and engage with club activities. Overall, the recommendations underscore the transformative potential of clubs and chapters in shaping not just academic but also social and personal aspects of college life, providing opportunities for exploration, learning, and community engagement.

## 6. Discussions

The open-end responses reflect a diverse range of suggestions for improving clubs and chapters within the educational institution. A notable theme is the emphasis on fostering greater engagement and inclusivity. Respondents underscore the importance of enhancing communication channels, organizing events more frequently, and ensuring that all members are involved efficiently (Anjum, 2021; Bering & Schulz, 2024). Suggestions for fairer selection processes of board members, equal recognition of contributions, and improved outreach to postgraduate students further highlight the desire for clubs to be more inclusive and impactful (Hui et al., 2016).

Furthermore, respondents stress the need for clubs to consider academic schedules, avoid biases, and create an environment that promotes collaboration and innovation (Rao, 2022). They advocate for better management practices, such as transparent decision-making processes and effective utilization of resources (Buckley & Lee, 2021). Moreover, there is an expressed desire among many students for clubs to bridge academic learning with real-world applications through interdisciplinary collaboration and hands-on projects. Overall, the responses emphasize the importance of creating an inclusive and engaging environment within clubs and chapters to facilitate holistic development and meaningful experiences for all members.

## 7. Recommendations

This research seeks to contribute to the existing body of literature by providing empirical insights into the nuanced dynamics of extracurricular engagement within educational institutions. By elucidating the transformative influence of CCs on student life, this study aims to inform educators, administrators, and policymakers on strategies to enhance student engagement beyond the classroom.

## 8. Conclusion

In conclusion, this research illuminates the multifaceted impact of clubs and chapters on student life within educational institutions. By thoroughly analyzing demographic data, participation trends, satisfaction levels, and open-ended responses, several significant findings emerge. Firstly, a balanced gender representation in club participation is noted, albeit with variations across different categories, with technical and sports clubs tending to be male-dominated. Secondly, diverse motivations drive students to join clubs, ranging from personal interests to networking opportunities, highlighting extracurricular activities as avenues for personal growth and skill acquisition. Thirdly, a positive correlation between club involvement and academic performance is evident, underscoring the benefits of extracurricular engagement on students' overall college experience. Lastly, the open-ended responses offer valuable insights into students' recommendations for improving clubs and chapters, stressing inclusivity, engagement, skill development opportunities, and fair treatment within club environments.

## 9. References

1. Anjum, S. (2021). Impact of Extracurricular Activities on Academic Performance of Students at Secondary Level. *International Journal of Applied Guidance and Counseling*, 2(2), 7–14. <https://doi.org/10.26486/ijagc.v2i2.1869>
2. Bering, H., & Schulz, W. (2024). Can sports and music level the playing field? Adolescents' extracurricular activities and the reproduction of social inequalities in cognitive skills. *Research in Social Stratification and Mobility*, 90. <https://doi.org/10.1016/j.rssm.2024.100895>

3. Buckley, P., & Lee, P. (2021). The impact of extra-curricular activity on the student experience. *Active Learning in Higher Education*, 22(1), 37–48. <https://doi.org/10.1177/1469787418808988>
4. Darling, N. (2005). Participation in extracurricular activities and adolescent adjustment: Cross-sectional and longitudinal findings. *Journal of Youth and Adolescence*, 34(5), 493–505. <https://doi.org/10.1007/s10964-005-7266-8>
5. Farrell, C., Slaughter, V., McAuliffe, T., & Mulvihill, A. (2023). Participation and Experiences in Extracurricular Activities for Autistic and Neurotypical Children. *Journal of Autism and Developmental Disorders*. <https://doi.org/10.1007/s10803-023-06142-z>
6. Hui, Y. K., Kwok, L. F., & Ip, H. H. S. (2016). Developing a Central Repository for Capturing Extracurricular Activities and Achievements Associated with Learning Outcomes. *Proceedings - 2016 International Symposium on Educational Technology, ISET 2016*, 25–29. <https://doi.org/10.1109/ISET.2016.19>
7. Moilanen, K. L., Markstrom, C. A., & Jones, E. (2014). Extracurricular Activity Availability and Participation and Substance Use Among American Indian Adolescents. *Journal of Youth and Adolescence*, 43(3), 454–469. <https://doi.org/10.1007/s10964-013-0088-1>
8. Morris, E. (n.d.). Participation in Extracurricular Activities and Academic Achievement: A Comprehensive Review. <https://digitalcommons.wku.edu/theses>
9. Oberle, E., Ji, X. R., Guhn, M., Schonert-Reichl, K. A., & Gadermann, A. M. (2019). Benefits of Extracurricular Participation in Early Adolescence: Associations with Peer Belonging and Mental Health. *Journal of Youth and Adolescence*, 48(11), 2255–2270. <https://doi.org/10.1007/s10964-019-01110-2>
10. Rao, B. V. (2022). The influence of extracurricular activities in the educational, academic outcomes. *International Journal of Applied Research*, 8(12), 07–12. <https://doi.org/10.22271/allresearch.2022.v8.i12a.10355>
11. Ruth Paragoso Sumague. (2023). Influence of involvement in clubs and organizations on the leadership development of students. *World Journal of Advanced Research and Reviews*, 17(2), 404–407. <https://doi.org/10.30574/wjarr.2023.17.2.0228>
12. Zhalgassova, Z., Shaikym, A., Sadyk, U., Kutzhan, A., Amirkumar, M., & Assangali, B. (2023). MBTI-based recommendation system for extracurricular activities for high school students. *Proceedings - 2023 17th International Conference on Electronics Computer and Computation, ICECCO 2023*. <https://doi.org/10.1109/ICECCO58239.2023.10147138>