



Experiences of Bachelor of Secondary Education (BSED) Science Major Students in Participating in Academic Club Activities

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Abstract

This study investigated academic club activities in which participants engaged, examined the benefits and challenges they faced, and developed their coping strategies. Participation in academic clubs can enhance students' personal and academic development, fostering skills such as developing self-confidence, increasing the sense of belongingness, and acquiring new knowledge. However, these benefits can be accompanied by challenges, including time conflicts, delayed commencement, and plenty of contributions. This study employed a qualitative Merriam model case study method to explain the experiences of BSED Science major students participating in academic club activities and the benefits, challenges, and coping strategies they use to deal with the challenges encountered in participating in academic club activities. The methodology used in the study included interviews with 15 club members and 2 participants from the club officers, with triangulation. Data collected from each interview were analyzed in different categories. The findings revealed that the participants can benefit club members and officers. These are the following benefits: developed self-confidence, increased sense of belongingness, and acquired new knowledge. BSED Science major students also encountered challenges such as time conflict, delayed commencement, and considerable contribution. With these challenges, club members and officers devised three strategies to deal with them. The following strategies are used: setting priorities, patiently waiting for the event to start, and settling all contributions during clearance signing. Club officers and members are flexible and adaptable in any circumstances they encounter during their academic club activities to avoid unnecessary banter and conflicts.

Keywords: *Experiences, Academic Club, Benefits, Challenges, Coping Strategies*

INTRODUCTION

College is not simply a continuation of high school. It is a transformational experience that allows students to discover, learn, and grow in ways high school cannot. In college, students can go deeper into their chosen fields of study, practice critical thinking, and engage in intellectual discourse. College is about preparing a person for success in life, to be an engaged and enlightened citizen capable of thinking critically and communicating clearly, and ultimately able to thrive in their well-being (Busteed, 2019). There are also academic clubs, which are an excellent way to enhance your college experience.

College students who take up science as their major subject also need to develop their physical, social, and affective skills, in addition to their pedagogical knowledge, to become skilled teachers. Participating in clubs provides a unique opportunity for science major students to further engage with their field of interest outside the classroom. Students' out-of-class activities influence their academic success (King et al., 2020). This approach allows students to apply what they have learned in a more hands-on, practical setting (Askren & James, 2020). Club participation helps students develop soft skills such as leadership, teamwork (Foley, 2022), and communication; these

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are the skills that are crucial in any career, not just science (Buckley & Lee, 2018). It also fosters a sense of school belonging and promotes social interactions among students and the school community (Magaji & Bijlhout, 2022). Clubs also offer networking opportunities. Students can connect with like-minded peers, faculty, and even industry professionals. Making these connections can open up opportunities for internships, job offers, and collaborative projects. Participating in clubs can also be fun and rewarding. It has a positive impact on students' learning, leading to academic achievements and encouraging them to continue their education beyond compulsory schooling (Anjum, 2021). It can provide a sense of community and belonging, which is important for student well-being (Blanchard et al., 2023).

Academic clubs can positively influence student performance and engagement. It has positively influenced students' academic performance, leading to improved results and enhanced classroom behavior. (Caybot et al., 2024). Activities in the academic club foster student independence, encourage critical thinking, collaboration, and creativity, and allow them to act as role models in leadership, communication, and problem-solving, while also enhancing their scientific knowledge and real-world application of theoretical concepts (Jimola, 2024). Participation in academic clubs can increase student engagement, which directly affects academic performance. It provides opportunities for leadership and independence, which can be paralleled with the classroom management system's role in fostering self-regulation and responsibility among students, thus improving performance (Liu & Dellova 2024). Club participation provided opportunities for students to engage in authentic scientific practices, build relationships with peers and mentors, and develop a sense of belonging within the scientific community. Mentorship and peer support are essential components of successful academic clubs (Ruga, 2024).

Despite these benefits, limited research has focused specifically on the experiences of Bachelor of Secondary Education (BSED) Science majors in academic clubs. These studies have highlighted the general advantages of extracurricular involvement, yet they often overlook the unique context and challenges faced by education majors in science-specific clubs. This study aims to fill this research gap by exploring the experiences of Bachelor of Secondary Education (BSED) Science majors as members of the Science Academic Club.

This study explores the benefits that Bachelor of Secondary Education (BSED) Science majors gained from club participation by identifying the specific challenges they encountered and exploring the coping strategies they employed to navigate these challenges. The findings can inform club development and support services that enhance student engagement and success.

This study was conducted to explore the experiences of Bachelor of Secondary Education (BSED) Science majors as members of the Science Academic Club. More specifically, it sought answers to the following questions:

1. What are the benefits of a Bachelor of Secondary Education (BSED) Science major student's participation in academic club activities?
2. What are the challenges that Bachelor of Secondary Education (BSED) Science majors encounter when participating in academic club activities?
3. What are the coping strategies of Bachelor of Secondary Education (BSED) Science majors in dealing with the challenges encountered in participating in academic club activities?

LITERATURE REVIEW

Clubs and club activities in the college can improve the ability of students to develop themselves (Chen et al., 2023) and aid them in adapting to university life (Choi et al., 2020) and improving their communicative abilities (Hamadameen & Najim, 2020). It can also significantly impact academic performance (Chang et al., 2020). Regarding the impact of club activities on participants, it was found that compared to those who did not participate, participants saw a

significant increase in their literature reading, writing, and even practical skills ([Berman et al., 2019](#)).

Students may perform excellently in academics as social subjects whose psychological and physical development still need to mature. However, they may still face the crisis of dropping out because they are not fully integrated into the social life of their institution ([Doskarayev et al., 2023](#)). Some students join several clubs simultaneously and participate in and prepare various club activities that take up much time. It is also not uncommon for students to be absent from class to participate in club activities and deal with club affairs in class, which harms student learning. On the other hand, students who fail to participate actively in club activities are not likely to apply what they have learned in other areas outside the classroom and to connect theory with practice ([Li, 2019](#)). A well-designed problem-solving path can help students, especially those who struggle academically, to more effectively meet the challenges of college and daily life ([Burke & Stewart, 2024](#)), and academic clubs in school can fulfill that in college.

One of the private college institutions in Pagadian City emphasizes holistic education for its students, especially science majors. Academic clubs serve several key objectives that benefit their members' academic and personal development. First, the club seeks to broaden students' understanding of a specific subject or field by providing opportunities for learning outside the classroom. Members enrich their formal education by participating in discussions and hands-on activities. Additionally, academic clubs promote collaboration among like-minded peers, enabling students to share ideas, collaborate, and conduct research. The school recognizes that academic clubs provide a platform for students to explore various scientific disciplines, engage in hands-on experiments, and participate in scientific competitions. The primary goal of the Science Academic Club is to promote the interest and enthusiasm of its members in science and technology. They provide opportunities for students to explore various science-related activities. The club organizes regular meetings and seminars to enhance the knowledge and skills of its members in the field of science. They also collaborate with other organizations and institutions to organize science-related events and competitions.

Academic club activities include organizing seminars, study groups, academic competitions, and networking events ([Lee & Chang, 2018](#)). Club activities such as Astronomy Week, Community Services, and hands-on Experiments, etc., are some of the activities initiated by the Science academic club, which aim to enhance the social interaction of the club members. The goals of the school with which the club is affiliated include extending the talents and capabilities of students through holistic quality programs, helping them to live their faith, attain academic excellence, and perform their responsibilities toward God, society, and the community.

This study aims to evaluate and learn more about the specific experiences and benefits science major students enjoy from joining the Scimatrix Club. This study's findings, which evaluate the impact of club membership on students' academic performance, critical thinking skills, and overall satisfaction with their educational journey, can inform college administration and faculty about the effectiveness of academic clubs in supporting science majors. Furthermore, this study seeks to make recommendations for improving the club's development and ensuring that it fulfills the evolving needs of science major students.

Conceptual Framework

This study is anchored on the Social Learning Theory proposed by [Bandura \(1977\)](#), which emphasizes the significance of observational learning and social interactions in developing human behavior and development. The Social Learning Theory can be employed to evaluate how science majors learn and build skills through club membership and participation. Science clubs emphasize the value of social interactions and networking opportunities, science clubs offer ([Bandura, 1977](#)).

Using the Social Learning Theory as a theoretical framework, researchers can explore how observation, imitation, and social interactions influence science majors' learning, skill development, and club networking experiences. This framework can assess the influence of science clubs on students' academic and professional development and guide how to use the club experience to promote maximum learning and development.

RESEARCH METHOD

Research Design

This study used qualitative research to explore the varied experiences of science major students involved in academic clubs, allowing participants to explain their involvement in detail. Specifically, it used the case study method. Case studies are beneficial for studying a process, program, or individual in an in-depth, holistic manner that allows for a thorough understanding (Merriam, 1998). The case study model by Merriam (1998) provides a framework for understanding their journey. Through active participation in academic clubs, students can apply the theoretical understanding they gained in their science major coursework to practical applications (Masek et al., 2021).

Researcher Participants

The participants in this study were from the College of Education: 15 club members and 2 club officers from the Science academic club. The researchers purposively chose the participants based on the following inclusion criteria: second- and third-year Bachelor of Secondary Education (BSED), major in science, and active members of science-related academic clubs.

Data Gathering Procedure

To gather data, a letter of request was secured from the researchers to conduct the study and collect data from the participants. The researchers then prepared interview questions to answer the research questions and achieve the objectives. Before conducting the interview, the participants were provided with clear information regarding its purpose and were assured that their responses would be treated strictly. They were also given an overview of the question to prepare themselves, and permission was asked to allow researchers to audio record and jot down the participants' responses. After the interview, the researchers evaluated and interpreted the data to obtain valid and reliable results. The gathered data were used to develop the conclusion to be presented.

In the data triangulation, the researchers used multiple methods to validate and enhance the credibility of the data collected through interviews with club officers and members. Data triangulation involves cross-verifying information obtained from different sources or methods to corroborate findings and improve the overall reliability of the study. In this case, the researchers integrated data from both club officers and club members to gain a more comprehensive understanding of the experiences of Bachelor's Secondary Education (BSED) science major students in participating in academic club activities.

Data Analysis

The data is subject to analysis through Merriam's model (1998). From Merriam's point of view, analysis is the deconstruction of data and impressions; it then entails giving meaning to the part. As such, Merriam's categorical aggregation (clustering data into categories or classes to ease the search for meaning) analyses data by establishing patterns and subcategories based on the interview. The data is analyzed through thematic analysis, which led the researchers to identify patterns and connections. Once the data are collected, the research can begin identifying

subcategories, identifying the most common responses to the questions, and identifying data or patterns that can answer the research questions.

FINDINGS AND DISCUSSION

This chapter illustrates, analyzes, and interprets the data gathered from selected club members and officers of the Science academic club. The respondents are Bachelor of Secondary Education majors in Science and active members of the Science academic club.

The participants in this study included 15 club members and 2 club officers from the Science Academic Club. To ensure confidentiality, each participant was designated a code P1, P2, P3, P4, P5, P6, P7, P8, P9, P10, P11, P12, P13, P14, and P15 to maintain confidentiality of their profiles. P1, P2, P3, P4, P5, P6, P7, P8, P9, P10, P11, P12, P13, P14, and P15 are the club members of the Science academic club, and Club Officer 1 and Club Officer 2 are the 2 club officers of the Science academic club.

Benefits of BSED Science Students' Academic Club Activities

The data revealed three subcategories of the benefits of BSED Science students' participation in academic club activities: *developed self-confidence, increased sense of belongingness, and Acquired New Knowledge.*

Developed Self-Confidence

Communicating with confidence is an important life skill. The participants stated that they built self-confidence through peer interactions and socialization during academic club activities. The research participants shared the following:

"Participating in academic club activities boosts my self-confidence and eradicates the shyness to interact with other students." P2

"It can also build self-confidence because there are many opportunities to raise your self-esteem during the activities." P5

"At first, when I started joining these club activities, I was not eager to participate because I was afraid, but as time went by, I gradually started to join more and more club activities because I was encouraged by the club officers and also the other members to participate, and every time we have an activity in the club, everyone is encouraged to participate, and by that, it enhanced and developed my self-confidence." P9

"When I started participating in these club activities, I thought it was nice; it boosted my self-confidence." P12

"It can build self-confidence because there are many opportunities to boost your self-confidence during the activities." P15

The officers were also asked about the benefits that club members enjoy from participating in academic club activities. Below are some of their responses:

"For me, there are great benefits; it boosts their self-confidence and allows them to share and showcase their talents to their colleagues." Club officer 1

"The real benefits for the club members are that each of them will share their insights or ideas, and through that, those members who are shy will be encouraged to speak up, and even those members who are hesitant to share will be forced to share, so the process enhances the self-confidence of those shy members because they gradually develop." Club officer 2

By completing tasks, presentations, and projects, members develop a sense of achievement and boost their confidence in their academic abilities. They also learn to express their thoughts clearly, actively listen to others, and participate in productive discussions, thus enhancing their verbal and nonverbal communication skills. Academic clubs often offer leadership positions that involve decision-making, organization, and teamwork. By taking on leadership responsibilities, members develop leadership skills, communicate assertively, and gain confidence in leading and guiding others (Czekanski & Lower, 2019).

Increased sense of belonging

This involves establishing a supportive atmosphere in which individuals feel connected, accepted, and appreciated. The participants mentioned that during their academic club activities, they all belonged to and were valued in the academic club; they felt that they were not left behind. The research participants shared the following:

"During our club activities, we never feel that we do not belong to the group; we all unite in terms of collaboration during the event, and we unite through groupings." P2

"For me, all members are given opportunities to interact with other members in the club because the officers never neglect the members and neglect them like they do not belong to the group; they feel that they are not shy with their fellow members because they see each other as a whole family." P5

"By grouping us members, no one gets left behind during an activity within our club; everyone has their share of fun. All members feel comfortable and at ease in their respective groups because no individual incidents occur; everyone unites." P6

"The club activities foster a sense of belonging for each individual because, since they are club activities, everyone participates, no one is exempted, everyone is included, the officers never allow a single member to be left out, so they include everyone to create meaningful learning experiences for all." P9

"The club provides a sense of belonging for BSED Science students, creating a space where we truly feel at home. It offers a supportive environment in which to gain diverse knowledge and experiences." P10

"The academic club serves as a training ground for students to appreciate and cooperate within the community and foster a sense of belonging to the group." P11

Club officers were also asked about their club members' increased sense of belonging during their academic club activities. Below are some of their responses:

"The club activities help by making the students feel that they belong to that group; they do not feel left behind." Club officer 1

"The club officers or members ensure that everyone belongs and feels engaged in the activity, and no one should feel shy to participate." Club officer 2

Most research participants mentioned that everyone was considered part of the academic club, and no one was left behind. Everyone feels included even if they do not know all the members, and they are given opportunities to interact with other members and get to know each other.

Students who experience belongingness in academic environments often show improved motivation and higher academic performance. Group activities allow students to build connections with others with similar interests and goals, thus increasing their motivation to commit long-term to an activity that increases enjoyment (Pedler et al., 2021). Participating in academic club activities helps create inclusive environments that support diverse identities and perspectives, cultivating teamwork, communication, relationships, and a sense of belonging and contributing to students' social development and academic success. Participation in either activity provides a sense of belonging to the school environment, thus enhancing school engagement (Allen et al., 2021).

Inclusivity encourages members from diverse backgrounds to participate, leading to a rich exchange of ideas, perspectives, and experiences. When all members feel included and valued, they are more likely to develop a sense of belonging and connection to the club (Eden et al., 2024).

Acquired New Knowledge

Most participants mentioned learning new knowledge by participating in academic club activities. They can actively engage in discussions, inquire about various topics, and seek advice from club officers and experienced members. The research participants shared the following:

"I gained new knowledge through club activities, especially during Quiz Bee. I have learned many things that I did not know before, and aside from that, I feel that my thinking has advanced on our possible topics for our next class meeting because of the new learnings I have experienced during club activities." P3

"In my experiences through the activities in the Science academic club, I have learned many new things because the officers provide us with those opportunities, so by, I have learned interesting facts from my fellow club members, and my knowledge has been enriched, which has also helped me in my academic studies because I have learned a lot." P4

"They benefit in terms of learning additional information, and students benefit because they also learn new knowledge from their colleagues." P8

"The students gain new knowledge and also learn about the tasks involved in club activities by participating." P9

"As a BSED Science student, I have gained knowledge and know how to cooperate with other members, which has also helped my personal and academic growth." P11

"Through participating in club activities, I have gained new information, knowledge, and ideas." P12

The results of the officer's interview also coincide with the club members' responses regarding the academic enhancement of club members' participation in academic club activities.

The club officers stated the following:

"During the academic club activities, I can see that my club members seem to have improved their knowledge about different topics in Science because, for example, we often do Quiz Bees, and I am surprised because even with the difficulty of the questions, we prepare with my fellow officers, they can still answer them, so through that, I can say that in our long Quiz Bees, it seems like their knowledge has also widened." Club officer 1

"Participating in academic club activities helps BSED Science students, especially those who are still new or freshmen; they are given tasks and collaborate and share their ideas and thoughts. So, through that, those at a higher level can share different insights, especially from their experiences in their classes, so the first-year students can learn because they hear what their seniors share, so their knowledge is enhanced, and their understanding grows." Club officer 2

Participation in club activities requires effective communication with club members, club officers, and external stakeholders. Club members develop strong communication skills through presentations and collaborative projects, thus improving their ability to express ideas clearly and persuasively. Collaborating with diverse individuals within the club environment enhances members' networking skills and broadens their academic perspectives. Engaging in club activities offers students valuable opportunities to appreciate the significance of community involvement. Recognizing the advantages of extracurricular activities can help students select activities that align with their academic and personal growth ([Lower-Hoppe et al., 2020](#)).

Challenges faced by BSED Science Students during Academic Club Activities

The participants provided the following responses regarding the benefits of club members' participation in academic club activities, and three subcategories emerged: *Time Conflict*, *Delayed Commencement*, and *Plenty of Contributions*.

Time Conflict

Conflicts can result in missed opportunities to engage in or benefit from significant events or activities. Most research participants need help managing their time during their academic club activities. The research participants shared the following:

"Sometimes there are assignments that are forgotten, especially when you are busy, you forget some assignments, and then you fail to comply with other performance tasks due to time conflicts." P1

"During this time when teachers assign activities and tasks, but because there is also an event in the club that will happen, the time for doing the activity assigned by the teacher will really be reduced, and students will then be in a dilemma whether to attend that club event or prioritize what the teacher has assigned to them." P3

"The availability of students means they cannot attend that event for personal reasons; sometimes it is just because they seem unmotivated to attend those events because they do not like the events." P6

"When schedules overlap, students may find themselves in a dilemma of prioritizing between

academic and non-academic commitments.” P8

“There are times when it takes work to participate in the club activities, as some are busy with their other subjects, classes, and other personal excuses.” (p. 11)

“BSED science students may encounter challenges such as conflicting schedules with academic requirements.” P14

The officers were also asked about their experiences and difficulties in managing their time efficiently. The club officer stated:

“The first problem faced by the student is a time constraint and prior commitment because he really cannot avoid his various commitments to the students because he is not even recording the academic club activities in his life; there are also others, especially because they are students.” Club officer 1

Time conflicts can arise from different factors, such as unclear priorities, unrealistic deadlines, overlapping commitments, interruptions, distractions, and poor communication. Time constraints in participating in club activities can pose challenges for club members, affecting their ability to fully engage and benefit from the club experience. It is crucial to recognize that engaging in extracurricular physical activities can impact the mental well-being of youth by alleviating stress, promoting physical activity, and enhancing overall self-perception. Some students may need help balancing their extracurricular activities with their academic responsibilities, leading to feeling overwhelmed and needing help managing their time effectively ([Analyst, 2024](#)).

Delayed start

The participants mentioned that they struggled to participate in academic club activities. The research participants shared the following:

“For example, if the officers set a time and date to conduct that activity, then we as members will go to where the meeting or club activity will be held, then when we arrive at the room where the meeting or club activity will be held, we have to wait for half an hour to one hour before the activity starts.” P7

“One of the challenges I encountered is that the activity takes a long time to start, similar to what happened before, where the meeting, led by the president, lasted 1-2 hours because they said the agenda was small, and it turned out that we reached the afternoon because the meeting started late.” P13

“There are indeed times when meetings or events in the club start very late, and as a member, you just have to wait because it takes too long to begin.” P14

The club officers were also asked their perspectives on conducting club activities that are punctual and run on time. The club officer stated:

“As a president, we can’t avoid being together with my fellow officers if we set an activity or meeting on a specific day. For example, when we have a meeting, we cannot avoid starting late or being unable to start at the exact time allocated. Just like what happened before in our

meeting, I announced that the meeting would start at 1 PM, but we started almost at 2 PM."
Club officer 1

Delays in the start of academic clubs can lead to reduced student participation and interest over time (Cabrejas & Mendoza, 2023). Consistent delays in academic events hinder immediate task completion and foster a procrastination culture that can have profound implications for students' time management and organizational skills. Addressing these issues requires intentional efforts from educators and institutions to promote accountability, set clear expectations, and encourage proactive student engagement (Alyami et al., 2021).

Plenty of Contributions

The participants noted that club members and officers faced challenges and experienced stress due to the overwhelming number of responsibilities and contributions required by the academic club. The research participants shared the following:

"For me, our club has a lot of expenses; for example, during an event, it is necessary to have a t-shirt, and additional items must be paid for. It is not just a T-shirt. Even if you do not have money, you have to pay because you will not get your clearance signed if you do not pay for those expenses." P4

"During clearance signing, I have a lot of sanctions because I am not fond of participating in club activities because I find it tiring, and because I cannot join due to important matters. So, when it's time for clearance, I have a large amount to pay in addition to the sanctions. There are other fees to pay in the club." P6

"The expenses for every contribution to the club are very high. Some sanctions can quickly deplete your money." P11

"Nothing is left for me when there is an allowance because everything goes to contributions and sanctions in the club." P13

The club officers were also questioned about their difficulties in managing their various contributions to the academic club. Here are a few of their responses:

"We have funds that need to be paid, although it may seem large and quite a burden for the student's pockets because the population of the Science academic club is small, we need to increase the contribution fee so that the club has funds because not all the time does the academic club focus solely on the club members, it also has many needs." Club officer 1

"Both club officers and club members need to pay for the club because when there are programs in the club that require funding, especially during our Hugyaw event, the two academic clubs collaborate, so what happens is we only receive a small amount from our collaborating club because our club also has limited funds." Club officer 2

The findings reveal significant financial challenges that both members and officers of an academic club encounter, leading to increased stress and reduced participation. Participants expressed concerns about the substantial costs associated with club activities, such as events and mandatory contributions, which often result in sanctions and additional fees. This financial strain

discourages many from engaging in club activities, with some accumulating sanctions due to their inability to participate fully (Danahy et al., 2024). Additionally, reassessing contribution structures and enhancing communication regarding financial expectations could help improve member engagement. The implications extend to mental health considerations, as the stress from financial obligations may impact students' overall well-being and academic performance, emphasizing the importance of addressing these issues within student organizations (Jones et al., 2018).

BSED Science Students' Challenge-Dealing Ways

The participants mentioned how they coped with challenges while participating in academic club activities, and several subcategories emerged. These are the subcategories: *Setting Priorities*, *Patiently Waiting for the Event to Start*, and *Settling all Contributions During Clearance Signing*.

Setting Priorities

Some of the participants' responses were the same. They manage time efficiently to overcome the challenges of time conflicts during their participation in academic club activities, such as meetings, essential gatherings, and other club activities. The research participants shared the following:

"My example is the Student Grant (SG); there are times when if the academic club holds a meeting, they will excuse themselves because they are aware that they have a duty at that time, and they would prefer their role as Student Grant (SG) because they also benefit from it, as it is related to their scholarship in school which reduces their tuition fees." P6

"On my part as a Student Grant (SG), I really can't avoid conflicts in my duty time and club meetings, so what I do is excuse myself from the club meetings because I cannot neglect my role as a Student Grant (SG), which is more important to me because I take my role as an SG seriously, as each of us has duty hours." P8

"Sometimes I get confused about which event to prioritize because sometimes the non-academic and academic clubs hold activities simultaneously, and in that situation, I choose the club where I can benefit the most." P12

"There are times when you need to choose where to attend because there are times when activities from both clubs coincide." P13

The club officers also inquired about the priorities of students who have multiple responsibilities and numerous duties to fulfill for their benefit. Here are a few of their responses:

"As students, we have many responsibilities for our welfare. I also prioritize those areas where I can gain significant benefits, such as being part of the Student Grant (SG). They choose their Student Grant (SG) duties because it also provides significant benefits for them, such as serving as a scholarship that reduces their tuition fees in school." Club officer 1

Active and meaningful engagement in school clubs is vital for holistic student development. However, the need for sustained involvement in these clubs remains a pressing concern. By prioritizing commitment, fostering student engagement, aligning clubs with the curriculum, providing mentorship, and implementing regular evaluations, we can revitalize school club

engagement and positively impact students' educational experiences (Greer & Dannals, 2017).

Setting priorities and expectations with yourself and others is a way to manage time conflicts. Boundaries refer to personal limits that one sets to safeguard one's time, energy, and overall well-being. Expectations are the standards you communicate about your availability, performance, and feedback to others (McKibben, 2017).

Patiently Waiting for the Event to Start

Another coping mechanism of the participants was to overcome their participation in club activities, such as during meetings, when they patiently waited for the event or meetings to start. The research participants shared the following:

"We do, as club members, simply wait for the start of the meeting or club activity because there are instances when other officers are busy with other things. P1

"It can be tiring to wait, especially when the start of the activity is delayed, but we can't do anything about it; we just have to rely on our club officers and wait for when the meeting starts." P4

"There are instances when our meetings start late because we wait for other members who haven't arrived yet, but we have no choice but to wait because we might also be sanctioned for not participating." P7

When working together, team conflict refers to disagreements, tensions, or opposing viewpoints that can arise among group members (Adham, 2023). Conflict within an organizational workplace or workgroup typically arises from contradictions in needs, norms, values, interests, and perspectives among individuals working together (Kayani, 2021). Different definitions of conflict, including interpersonal disagreements or conflicts, arise when two or more individuals hold differing opinions, compete, perceive each other negatively, have unclear role expectations, or experience communication gaps. It can also boost productivity and inspire critical thinking among team members (Alhyari et al., 2020). This finding is also supported by the study of Foley et al. (2022), who found that academic clubs developed resiliency in students that would help them finish their college life, which is an essential skill in the real world.

Settling all Contributions During Clearance Signing

Another coping strategy adopted by the research participants was to overcome their struggles with plenty of contributions. The research participants shared the following:

"For example, during a general assembly, attendance is required, and if you fail to attend without a valid reason, sanctions may be imposed. Students need to pay these sanctions during clearance signing to have the clearance signed." P5

"During clearance signing, for instance, if you have many absences from events, you must pay for your absences. You must pay all your contributions during clearance signing to have your clearance signed and cleared." P8

"We have to try to pay to have our clearance signed and be cleared, as there is nothing else we can do because that is the agreement." P9

"Everything must be paid once during clearance signing to consolidate my payments." P10

"I will just pay all the club fees at once when it is clearance time, regardless of the amount."
P11

"I will just consolidate all the club fees to pay them all at once during clearance, no matter the quantity of fees." P13

The interview results of the research participants also coincide with the club officers'; they comply with the sanctions for their absences because they have no other choice. Club officers said they understood they could not take their final exams without being cleared and having the necessary permits.

"During clearance signing, we really can't avoid sanctions; even we officers have sanctions. However, we always ensure that we fulfill our responsibilities as officers in the club and address the needs of our club members." Club officer 1

"As club officers, we must comply with all sanctions and pay our obligations because these are part of our responsibilities. The clearance cannot be signed if we do not settle our obligations."
Club officer 1

During the clearance signing process, individuals often must settle any outstanding contributions or fees. This ensures that all financial obligations are fulfilled before clearance. Paying all contributions during clearance signing is a standard practice in various institutions and organizations (Brigham & Ehrhardt, 2016). Completing all financial contributions during the clearance signing process showcases students' dedication to fulfilling their financial responsibilities and adhering to institutional regulations. Contributions paid during clearance signing help maintain financial transparency and accountability within organizations. It also promotes financial discipline and responsible financial management practices (Brigham & Ehrhardt, 2016).

During academic club activities, boosting self-confidence and increasing participation is essential to facilitate meeting new friends. In social learning theory, social cognition is crucial for processing social information, understanding others' perspectives, and regulating one's behavior in social settings. It shapes how individuals perceive social cues, make judgments about others, and adjust their behaviors to establish meaningful connections. Furthermore, when individuals meet new friends, they can be influenced by their peers' behaviors and attitudes, leading to adopting similar behaviors or forming social connections based on shared interests and values (Bandura, 1973).

CONCLUSIONS

Based on the summary of findings, it is concluded that the data gathered revealed the significant impact of academic club activities on Bachelor of Secondary Education (BSED) Science major students. The participants found that participation in academic clubs can lead to improvements in self-confidence, an increased sense of belongingness, and knowledge acquisition among students. The study also emphasizes the importance of resilience and effective coping strategies when faced with challenges such as time constraints and delayed start. Despite facing challenges such as time conflicts, delayed commencement, and many contributions, students demonstrated resilience by implementing effective coping strategies. The findings underscore the

importance of academic clubs in fostering personal and professional development, suggesting that such involvement enriches students' academic experiences and equips them with essential life skills.

Furthermore, the study emphasizes the importance of collaboration between club members and officers in promoting both personal and professional growth. This cooperative relationship can lead to further enrichment of knowledge and skills related to science and other concepts. Club officers and members must remain flexible and adaptable to navigate any obstacles that may arise during their club activities, thereby promoting a harmonious and productive environment.

LIMITATION OF RESEARCH

After conducting a thorough analysis of the respondents' findings, it is important to consider some limitations that may affect the reliability of the results. The study's limitations include its qualitative nature and focus on a specific academic club, suggesting the need for broader research on club engagement across various disciplines. Further investigations could explore the long-term effects of club participation on student well-being and academic performance. This comprehensive analysis highlights the significance of academic club activities in enhancing student experiences and developing crucial skills for personal and professional growth.

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