PARTICIPATION IN BALIUAG UNIVERSITY JUNIOR PHILIPPINE INSTITUTE OF ACCOUNTANTS' ACADEMIC ACTIVITIES IN RELATION TO THE MEMBERS' ACADEMIC PERFORMANCE

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Abstract

In order to understand the connection of participation and involvement of members in the activities of their organization to their academic performance, this study was conducted to find out the relationship of activities of the Baliuag University Junior Philippine Institute of Accountants (BUJPIA) to the academic performance of the members of Junior Philippine Institute of Accountants (JPIAns) in Baliuag University (BUJPIAns). The respondents, with a total number of 202 students, were the registered members of BUJPIA, for the whole Federation Year 2020-2021. This study used a descriptive-correlational design with a validated questionnaire as an instrument and distributed in the form of online survey forms. Spearman's correlation (also known as Spearman's Rho), Mann-Whitney U Test and Kruskal Wallis H Test were used to determine the relationship between the independent variable - BUJPIA activities participation, and the dependent variable - academic performance. In addition, this study determined the differences in the level of BUJPIA activity participation and academic performance across the demographic profile of the respondents. Other factors like age, sex and year level were also considered for further analysis in determining the relationship.

Keywords: BUJPIA, academic activities, academic performance

Introduction

Baliuag University Junior Philippine Institute of Accountants or BUJPIA is an organization of accountancy students of Baliuag University (BUJPIA Const. art. II sec. 1). As per BUJPIA Const. art. IV sec. 2, one of its aims is academic excellence through different activities such as seminars, conferences, congress and other academic services to the members that are conducted every federation year-one school year in accordance with the school calendar of the university (BUJPIA Const. art. II sec. 5).

While much has been done in understanding the impact of ECA participation in the general education literature, there were limited studies involving the accounting education context (Seow & Pan, 2014).

As per Kuk et al., (2008), many people have voiced out their concerns regarding the college's learning effectiveness, which is why education professionals need to be aware of the importance of co-curricular activities for the betterment of the student's college experience. To support this, Astin (2001, as cited by Garland, 2010) commented that the involvement of students in extracurricular activities is regarded as an important aspect in their learning experience inside and outside of the school. Additionally, to be considered as a holistic student, he/she must be simultaneously active in participating in extracurricular activities and inside the classroom (Hutley, 2004).

However, some studies show that active involvement of the college students in ECAs may result in either positive or negative effect on their academic success (Community College Survey of Students Engagement, 2008; Holland & Andre, 1987). According to Kayatin (2005), the involvement of the students is worth it if it has a positive impact on the students' academic life. The issue however, is determining the extent of their involvement in extracurricular activities

wherein it will not start to affect the students' GPA negatively (Kiger & Lorentzen, 1988).

Furthermore, Ravich (2003) stated that student involvement increases the eagerness of a student to study and graduate; although over involvement may affect the student. Thus, as explained by McGrath (2002, as cited by Garland, 2010), if the student over-participates in extracurricular activities which results in a lower grade, it is safe to say that the institution has failed because it did not maintain the balance between the students' academic life and their involvement in extracurricular activities.

To address these problems, college students must realize the importance of knowing the effect of their involvement in extracurricular activities to their grades (House, 2000). Although participating in co-curricular activities is good, students must limit the number of organizations they involve themselves with (Doherty, 2007; King, 2006, as cited by Garland, 2010). Zacherman (2010) highlighted that addressing the said subject matter would help the student affairs professionals to better understand the student's academic needs and identify the challenges the students would encounter.

This study attempted to assess whether the academic activities organized by BUJPIA, specifically, in Federation Year 2020-2021, helped in the performance of its members academically. Therefore, the conduct of this study added to the few studies related to accounting education which seek the relationship between student participation in organizations and academic performance. It offered suggestions to help the students, student leaders, and the administration of institutions pertaining to the organization's part in the academic needs of the students.

Review of Related Literature

College days are crucial to students as these are the days where they learn the necessary skills and knowledge to prepare them for their future as part of the workforce.

Student Participation. Wilson (2009) discovered that participation in activities is related to social and academic success, but that over-participation can be unpleasant for young people because it consumes too much of their free time. He believes that both sides of the debate over activity participation have advantages and disadvantages. To further support this, the study made by Olayan et al. (2015) showed that in all participants of their study, there were events in which their involvement in organizational activities would lead them to experience stress and difficulties. Despite this, the study revealed that involvement in organizational activities is fulfilling, especially since the activities conducted served as an avenue for them to enhance their nursing skills, leadership skills, relationship skills, technical skills, language and communication skills and prioritization and management skills - all of which are necessary in their future profession.

Bullen et al. (2018) suggested that the faculty in the accounting and other business-related departments should encourage students to become more involved in co-curricular activities. Additionally, Ebede (2015) stated that student organizations help prepare students for their profession. By assessing what students learn from their participation in student organizations, one could determine and justify the effectiveness of the programs, activities and services offered by them.

In a study conducted by Sami et al. (2020), students' intelligence, creativity and level of knowledge are improved with the help of participating in co-curricular activities, therefore, student participation is vital in academic success, as well as in student retention (Ivanova and Moretti, 2017).

As stated by Haines (2019), collaborative approach promotes a great learning environment and is favorable for the development of students. Improved time management skills, gaining transferable skills, knowing more about oneself and improvement in academics are positive effects of student involvement reported, however, the negative impacts include difficulty balancing student organization and academic needs as well as not having enough time in the day (Roll, 2015).

Meanwhile, the study conducted by dela Cruz & Mandaing (2015) estimated the level of involvement in student organizations activities and the possible relationship this involvement may have on a student's academic performance. Although their findings revealed that students' participation in both academic and nonacademic activities have a low correlation with their academic performance, they still recommended that students should limit the number of organizations to be engaged in, wherein activities could enhance their overall development.

Academic Performance. There is an assumption that student organizations distract students from educational activities, thus resulting in lower academic performance (Hawkins, 2010). The results of Hawkins' study showed that the GPA of officers is significantly higher than the members of the organization, and the GPA of the members of the organization is significantly higher than the general student population. This is contrary to the widely held assumption that being involved in a student organization would lead to lower academic performance. Meanwhile, Baker (2008) examined the effect of students' involvement in six different types of student organizations on the academic performance of African American and Latino college students attending 27 different selective colleges and found that student organizations differentially affect academic performance, depending on the type of organization and the race and gender of the students.

Further study suggested that with the help of co-curricular activities, interpersonal skills, effective time management and creative thinking among Financial and Management Accounting students are developed (Villalobos et al., 2016). In addition, the students' peer group involvement in the learning process allowed them to improve their academic performance in the long run. Moreover, the level of participation in extracurricular activities and academic performance has been proven to have an effect on the number of initial job interviews an accounting-major graduate can get from companies he or she applied for (Ming Chia, 2005).

Finally, Fredricks (2012, as cited by Roll, 2015) found that students benefit positively from participating in extra-curricular activities at a reasonable degree but over-involvement brings negative impacts on students.

Theoretical Framework

The researchers used two major theoretical frameworks to assess the relation of the BUJPIA's activities to the BUJPIAns' academic performance. The two theoretical frameworks proposed that a student's level of co-curricular activity has (a) a detrimental influence on academic performance (Zero-Sum Framework); and (b) a favorable effect on academic performance indirectly as a result of non-academic accomplishments (Developmental Framework).

Zero-Sum Framework. The Zero-Sum framework, which emerged from Coleman's influential study in 1961, is the earliest theoretical framework in general education literature. Coleman (1961) considered student society as a limited system in which when one devotes to academic, athletic, or social goals, it signifies sacrificing the other two. He asserted that athletic engagement, an ECA involvement, has a negative impact on the academic achievement since students, specifically male students who may opt to use their

time and energy to their athletic goals than to academic, which as a result sacrifice their academic studies.

Porter (1991, as cited by Seow et al., 2014) identified that too much ECA participation may hinder students' academic studies which will result in poor academic performance due to more time spent on ECA and less on studying. Time required in participating in ECA could have been time used for studying to boost academic performance (Camp, 1990; Coleman, 1961; Joekel, 1985; Marsh, 1992; Marsh and Kleitman, 2002; Porter, 1991, as cited by Seow et al., 2014).

Developmental Framework. Developmental framework revealed that participation in extracurricular activities has a positive effect on academic performance of the students as a result of the associated activities in ECAs such as leadership and communication with others (Anderman, 2002; Broh, 2002; Fejgin, 1994; Finn, 1989; Fredricks and Eccles, 2005; Hansen et al., 2003; Holland and Andre, 1987; Larson, 2006; Lewis, 2004; Mahoney and Cairns, 1997; Mahoney et al., 2003; Marsh, 1992; Osterman, 2000; Valentine et al, 2002, as cited by Seow et al., 2014).

Seow (2014) further states that better academic performance is the result of their participation in ECA because it helps them obtain the life skills and attitudes that are beneficial throughout their life as a student (Holland and Andre, 1987; Larson, 2006; Lewis, 1994; Mahoney et al., 2003; Marsh, 1992). In addition to that, organizational, planning, and time management are also some of its benefits as Holland and Andre (1987) suggested. Based on the study conducted by Mahoney et al., (2003), he found that high internal proficiency, educational status and the desire to have higher education is significantly related to the continuous engagement of the students in extracurricular activities.

The learning experiences obtained by participating in ECA have six basic domains which may lead to a positive

academic result. Hansen et al., (2003, as cited by Seow, 2014) concluded that the personal development of the students is accommodated by participation in ECA: (a) trying out new experiences promotes the development of one's self; (b) creating an environment or situation where a student can overcome the barriers to achieve their goals; (c) enhance emotional, cognitive, and physical capabilities; (d) developing the ability to communicate with other people; (e) promoting interpersonal relationship; and (f) broadening the social networks which is necessary in a social capital. It can therefore be concluded that by making experiences of both success and failure highly visible to participants and their peers, students realize that achievements depend upon individual effort.

Conceptual Framework

The conceptual framework shows the relationship of the different variables that the researcher wanted to examine. The independent variable is the BUJPIA activities which aims to aid in the growth and success of its members while the dependent variable is the academic performance of its members that may be affected by the independent variable.

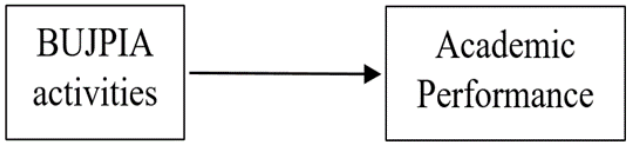

Figure 1. Research paradigm of the study

The hypothesis will prove whether there is an existing relationship between BUJPIA activities and the academic performance of its members.

Statement of the Problem

This study aimed to examine the relationship of BUJPIA activities on academic performance of its members (BUJPIAns). Particularly, this study sought to answer the following questions:

1. How may the profile of BUJPIAns be described in terms of:
   1.1. age,
   1.2. sex, and
   1.3. year level ?

2. How do BUJPIAns perceive their level of BUJPIA activity participation?

3. How do BUJPIAns assess their academic performance?

4. Is there a significant difference in the level of BUJPIA activity participation across the BUJPIAns' profile?

5. Is there a significant difference in the academic performance of the BUJPIAns based on their profile?

6. Is there a significant relationship between BUJPIA activities and the academic performance of its members?

Hypotheses of the Study

The following are the hypotheses of the study:

There is no significant difference in the level of BUJPIA activity participation across the BUJPIAns' profile.

There is no significant difference in the academic performance of the BUJPIAns based on their Profile.

There is no significant relationship between BUJPIA activities and the academic performance of its members

Method

Research Design

Correlational research is a type of nonexperimental research that facilitates prediction and explanation of the relationship among variables (Seeram, 2019). Hence in this study, the researchers determined and explained the relationship among the stated variables using a correlational research design.

The independent variables in this study are the academic activities conducted by the BUJPIA, which includes but are not limited to the following: academic and general information quiz bees, conferences, and webinars. Meanwhile, the dependent variable shall be the BUJPIAns' academic performance.

Respondents and Sampling Procedures

An online survey questionnaire is used to gather the data. This study focuses on a specific group of respondents - primarily the BUJPIAns from Federation Year 2020-2021. The target population is the BSA students registered as members of Baliuag University Junior Philippine Institute of Accountants and all - 211 students - were asked to answer the survey through google form. Among the 211, only 202 students participated and answered the survey questionnaire.

Research Instrument

The questionnaire was administered using Likert Scale style questions which were given to the respondents online through Google form. This enables the researchers to assess the relationship between BUJPIA activities and BUJPIAns' academic performance. This was done on a four-point Likert scale with the range: 1 (Strongly Disagree), 2 (Disagree), 3 (Agree), 4 (Strongly Agree). The first part of

the instrument contains the demographic profile of the BU-JPIAns; the second part contains the level of BUJPIAns' participation in BUJPIA's activities; and the third part contains the members' assessment of their academic performance using the Likert Scale. After gathering the data, a reliability test - Cronbach Alpha - was done to assess the reliability of the questionnaire. As shown in the table below, the internal consistency of the first and second part of the questionnaire was good and excellent, respectively, with a value of Cronbach's Alpha = .835 and .943.

Table 1. Reliability test: Cronbach Alpha

Reliability Statistics			
Variables	**Cronbach's Alpha**	**N of items**	**Interpretation**
Level of Participation in BUJPIA Academic Activities	.835	5	Good
Academic Performance	.943	10	Excellent

Table 2. Interpretation of Cronbach's Alpha

Cronbach's Alpha	**Internal Consistency**
$\alpha \geq 0.9$	Excellent
$0.9 > \alpha \geq 0.8$	Good
$0.8 > \alpha \geq 0.7$	Acceptable
$0.7 > \alpha \geq 0.6$	Questionable
$0.6 > \alpha \geq 0.5$	Poor
$0.5 > \alpha$	Unacceptable

Data Gathering Procedures

The researchers used primary data in collecting information that was used for this study. The data gathering procedures were done in order to obtain reliable research data. Initially, the researchers prepared the questionnaire in the form of a checklist which covers all the variables included in the statement of the problem, namely BUJPIA activities and academic performance. Furthermore, it includes questions regarding the demographic profile of the respondents such as: age, sex and year level. The questionnaire was created by using a four-point Likert Scale in order to accurately rate the responses of the respondents.

The researchers presented the questionnaire to their research adviser and asked for approval before the research questionnaire was finally produced. A letter of request was sent to the college department through the college secretary to request for the list of BUJPIA members during the federation year 2020-2021 together with the email addresses of the members.

At the start of the Google form, the researchers explained the purpose of the study to the respondents and asked for their consent and authorize the researchers to collect and process the data given for the purposes of this study.

The researchers disseminated the Google form link to the respondents' respective email addresses. Finally, the results were checked, tallied, and tabulated. These data were used as the basis of analysis and interpretation. The values obtained regarding the responses were treated with due diligence by consulting a statistician, thus ensuring the mathematical computations and appropriate statistical tests for analyzing results were accurately measured.

Data Analysis and Statistical Treatment

This instrument is used with Spearman's correlation to measure the relationship among BUJPIA activities and academic performance while Mann-Whitney U Test and Kruskal-Wallis H Test are used to measure significant differences when the demographic profile of the respondents is considered.

The numerical data consists of two groups. The paired data were tested for correlation. In order to find out if there is a significant relationship between the paired data, the Spearman's Correlation was used for non-parametric variables. It is used to measure the strength of relationship between the independent variable - BUJPIA activities, and dependent variable - academic performance.

When the numerical data consists of two groups, the Mann-Whitney U Test is used to determine whether there are any statistically significant differences between the means of two groups on a single independent variable while when the numerical data consists of three or more groups, Kruskal-Wallis H Test is used. In this study, Mann-Whitney U Test and Kruskal-Wallis H Test were used by the researchers to determine if there is a significant difference to the level of BUJPIAns' participation if the demographic profile of the respondents is considered.

Meanwhile, the researchers used descriptive analysis to know the descriptive information of the respondents in terms of their age, sex and year-level. For the dependent variable of this study, academic performance, correlational analysis was used. The researchers used the interpretation of the Likert Scale and Correlation Coefficient as shown on Tables 3 and 4 in order to analyze and interpret the results of the survey.

Respondents were asked to respond using a four-point Likert Scale to answer various questions in each

identified variable in this study. The researchers consulted a statistician to verify the validity and reliability of the questionnaire.

Table 3. Interpretation of Likert scale for academic performance

Range	Level of Agreement	Level	Satisfaction
3.26 – 4.00	Strongly Agree	Very High	Very satisfied
2.51 – 3.25	Agree	High	Satisfied
1.76 – 2.50	Disagree	Low	Dissatisfied
1.00 – 1.75	Strongly Disagree	Very Low	Very dissatisfied

Table 4. Interpretation of correlation coefficient

Correlation Coefficient	Verbal Interpretation
0.81 – 1.00	Very strong relationship
0.61 – 0.80	Strong relationship
0.41 – 0.60	Moderate relationship
0.21 – 0.40	Weak relationship
0.00 – 0.20	Very weak relationship

Results and Discussion

Prior to the finalization of this survey, it has been determined that there were a few students who were not included in the official student list provided despite them being regular students. Hence, the researchers have included them for this study, making the target respondents 211. However, out of the 211 respondents invited to complete the survey, 9 respondents failed to complete it – resulting in a final total of 202 respondents.

Table 5. Demographic profile of the respondents

Variables	Values/Label	Frequency	Percentage
Age	1 - 19	30	14.8
	2 - 20	64	31.7
	3 - 21	79	39.1
	4 - 22	29	14.4
Total		**202**	**100.0**
Sex	1 – Male	40	19.2
	2 – Female	162	80.8
Total		**202**	**100.0**
Year Level	1 - Second Year	56	27.7
	2 - Third Year	85	42.1
	3 - Fourth Year	61	30.2
Total		**202**	**100.0**

Table 5 showed the demographic profile of the respondents in accordance to their age, sex, and year level. Results showed that the majority or 39.1% of the respondents were 21 years old; 31.7% were 20 years old; 14.8% were 19 years old; and 14.4% were 22 years old. Meanwhile, 80.8% of the respondents were female and 19.2% were male. Lastly, 42.1% of the respondents were third year students; 30.2% were fourth year students; and 27.7% were second year students. This implied that the majority of the BUJPIAns in the previous federation year were 21 years old, female and are currently third year students.

Table 6. Level of participation of the respondents in BU-JPIA academic activities

Statements	Mode	Interpretation
I always attend the academic activities spearheaded by BUJPIA.	3	High
I participate actively in the academic activities in my local chapter.	3	High
I make sure to use my talents and skills by joining in the contest and competition promoted by BUJPIA.	2	Low
I register early in all the academic activities of BUJPIA.	3	High
I eagerly anticipate the next academic activities.	3	High
Area mode	**2.80**	**High**

Table 6 showed the result of how BUJPIAns perceived their level of BUJPIA activity participation. This table showed the punctuality and activeness of the students in the activities conducted by BUJPIA. Among the enumerated indicators, statement 3, "I make sure to use my talents and skills by joining in the contest and competition promoted by BUJPIA." was the only indicator that has a low level with a mode of 2 and was considered as the lowest; while the rest of the indicators had the same high level with a mode of 3. This clearly indicated that BUJPIAns were active in terms of attending the activities conducted by BUJPIA.

Table 7. Respondents' assessment of their academic performance

Statements	Mode	Interpretation
Participation in BUJPIA's academic activities positively affects my test scores and grades.	3	High
BUJPIA's academic activities motivate me to learn and be more responsible in my studies.	3	High
My attendance in the BUJPIA's sponsored seminars, assemblies and conferences brought new learning and positive outcomes for my academic achievement.	3	High
My attendance in BUJPIA's academic activities expands my knowledge and understanding of different accounting related subjects.	3	High
Conferences and seminars of BUJPIA reinforce the lessons I learned in my accounting subjects.	3	High
Quiz Bees and other BUJPIA's academic activities help me improve answering questions quickly.	3	High
BUJPIA's academic activities help me enhance my analytical skills.	3	High
Participation in BUJPIA's academic activities increases my productivity and efficiency in relation to academics.	3	High
BUJPIA's academic activities help me in the preparation for the CPA board examination.	3	High
Overall, BUJPIA's academic activities help me to persevere in my studies and to achieve my academic goals.	3	High
Area mode	**3**	**High**

Table 7 showed the result of how BUJPIANs assessed their academic performance. This table showed how participation in academic activities of BUJPIA affected the academic performance of the students. All indicators showed a high level of academic performance with a mode of 3. This indicated that most of the students assessed their academic performance as being positively influenced by their participation in the academic activities provided by BUJPIA.

Analysis of BUJPIANs' Level of Activity Participation

Mann-Whitney U Test and Kruskal-Wallis H Test were performed to determine the effect of demographic profile, namely age, sex and year level, to the level of BUJPIANs' activity participation.

Table 8. Mann-Whitney U Test – Sex

Variable	Group (Sex)	P-value	Test Statistics	Decision	Remarks
Participation	Male Female	.344	2929.500	Accept Null Hypothesis	Not Significant

Results showed that sex had no significant effect to the level of activity participation, U=2929.500, p>.05. *It implied that the sex of BUJPIANs did not affect the level of their participation in BUJPIA academic activities.*

Table 8.1. Kruskal-Wallis H Test (Age & Year Level)

Variable	Group	P-value	Test Statistics	Decision	Remarks
Participation	**Age**	.381	3.071	Accept Null Hypothesis	Not Significant
	19 20 21 22				
	Year Level	.322	2.269	Accept Null Hypothesis	Not Significant
	2nd 3rd 4th				

Kruskal Wallis H Test – Age

Results showed that age had no significant effect on the level of activity participation, H=3.071, p=.381. It implieed that the age did not affect the level of BUJPIAns' participation in BUJPIA academic activities.

Kruskal Wallis H Test – Year Level

Results showed that year level had no significant effect on the level of activity participation, H=2.269, p=.322. It implied that the year level did not affect the level of BUJPIAns' participation in the academic activities of BUJPIA.

Analysis of BUJPIAns' Academic Performance

Mann-Whitney U Test and Kruskal-Wallis H Test were performed to determine the effect of demographic profile, namely age, sex and year level, to BUJPIAns' academic performance.

Table 9. Mann-Whitney U Test - Sex

Variable	Group (Sex)	P-value	Test Statistics	Decision	Remarks
Academic Performance	Male Female	.114	2720.500	Accept Null Hypothesis	Not Significant

Results showed that sex had no significant effect to BUJPIAns' academic performance, U=2720.500, p>.05. *It implied that sex did not affect the academic performance of BUJPIAns.*

Table 9.1. Kruskal-Wallis H Test (Age & Year Level)

Variable	Group	P-value	Test Statistics	Decision	Remarks
Academic Performance	**Age** 19 20 21 22	.721	1.336	Accept Null Hypothesis	Not Significant
	Year Level 2nd 3rd 4th	.894	.224	Accept Null Hypothesis	Not Significant

Kruskal Wallis H Test – Age

Results showed that age had no significant effect on academic performance of the students, H=1.336, p=.721. It implied that age did not affect the academic performance of BUJPIAns.

Kruskal Wallis H Test – Year Level

As for the year level, as shown in the table above, the year level had no significant effect on academic performance, H=.224, p=.894. It implied that the year level did not affect the academic performance of BUJPIAns.

Table 10. Relationship between the level of participation and academic performance

Variable	P-value	Correlation Coefficient	Decision	Remarks
Academic Performance	<.001	.615	Reject Null Hypothesis	Significant

To determine whether level of activity participation was related to academic performance, a correlation using Spearman's Rho was computed. Results showed that level of activity participation had a strong, positive relationship to academic performance (r= .615, p<.001). *It indicated that students who have a high level of activity participation also had a high level of academic performance.*

Chickering and Reiser (1993) argued that student identity develops not only from learning, but also from experiences outside the classroom. Another study found that student engagement enhances the overall college experience and promotes general skills development in undergraduate students (Hawkins 2010). Despite the many benefits, however, there was speculation that student organizations could interfere with students' educational activities, resulting in poor academic performance.

This speculation was disproved by the results in Table 7; which showed that the academic activities carried out by BUJPIA did not affect the academic performance of the members.

Conclusion

After analyzing the results and summarizing the findings of the study, the researchers arrived at the following conclusions:

BUJPIANs like to attend and participate in the activities carried out by BUJPIA.

The academic activities do not necessarily affect the students' test scores and grades, but they do help students work harder to achieve their academic goals.

BUJPIANs' profile does not show a significant difference in their level of activity participation. It does not matter what age the students are, whether they are male or female, or what year level they are at.

Academic performance of BUJPIANs does not differ when their demographic profile is considered. Despite their age, sex, and year level, all students have their own way of assessing their level of academic performance.

There is a significant relationship between BUJPIA activities and the assessed academic performance of BUJPIANs. The researchers found out that the participation in BUJPIA academic activities and academic performance of the students has a strong relationship with each other. Therefore, if students are more engaged in BUJPIA's academic activities, they will also have a higher academic performance.

Recommendations

Based on the findings of the study, the researchers make the following recommendations:

Academic activities should not be limited to quiz bees and webinars. Student organizations should plan activities that will grab their members' attention and will ensure active participation.

The limitations faced by the researchers in this study narrowed the sample size. Future researchers may include larger sample sizes, such as collecting data from various schools and/or universities and including all Accountancy-related courses.

The center of interest of the study is about the academic performance of the BUJPIANs. Future researchers

may also incorporate holistic development in their study to determine whether participation in academic activities also affect other aspects related to the members of the organization.

The study focused primarily on the academic activities of the organization. Future researchers may also focus on or include non-academic activities.

The researchers recommend further studies also determine whether virtual and face-to-face participation differs in effectiveness.

As only one federation year is considered in this study (mainly due to the COVID-19 pandemic), future researchers are encouraged to extend the federation or academic year covered in their study.

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