



SUPREME STUDENT GOVERNMENT PROGRAMS: ITS RELATION IN THE STUDENTS TRANSFORMATION

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ABSTRACT

The study aims to know the relationship between the Supreme Student Government Programs and the student transformation especially in this new normal situation.

Specifically, the study attempted to answer the questions: (1) What is the level of effectiveness of the Supreme Student Government Programs in terms of donation project, webinars, and contest? (2) What is the level of student's transformation to its member in terms of behavioral development, economic development; and civic participation? (3) Is there a significant relationship between the Supreme Student Government Programs and the Student Transformation?

The descriptive method of research was used to determine the relationship of the Supreme Student Government programs to the student transformation.

Random sampling technique was used in this study where the student-leaders from the Pedro Guevara Memorial National High School were involved. They were chosen using random sampling to eliminate bias and to get a smaller number of respondents from the total population.

Based on the data gathered, the researcher found out that there was a "significant relationship between the Supreme Student Government programs and student transformation". It shows that the null hypothesis stating that "There is no significant relationship between Supreme Student Government programs and the student transformation." Therefore, the hypothesis is rejected. It can be inferred that there is a "significant relationship" between them.

Based on the findings made, the following were hereby recommended: Youth Leaders may keep developing plans, projects and trainings for the other member of the community through that they may influence more of their colleagues and be proactive citizens; Teacher-Adviser may evaluate the impact of their implemented programs and projects to the community and to their student-leaders for the continuity of the best results and for the adjustment needed to cope up in the new normal system; School Heads may keep supporting the programs of their student-leaders in terms of moral and financial matters which they need to pursue more effective projects and programs; Parents may encourage their children to get involved in different school and community activities to develop more of their interest and other skills; and Future Researchers are encouraged to do further studies giving emphasis to the variables in the present studies.

KEYWORDS: *Donation Project, Webinars, Contest, Behavioral Development, Economic Development, Civic Participation*

INTRODUCTION

Youth as member of the society are taught about what and how they can contribute to their community. With a creative mind they can think of the ways how to handle some of the community issues and they may participate in the existing program that fits their skills to manage different problems. Student governance trains students to become better members of society in accordance with the ideals and principles of participatory democracy and good citizenship.

Members of the society may contribute in enhancing the skills of our youth. With different role they can mold a young heart, body and soul and

transform it into an active citizen who is capable in decision-making in developing their community.

School as an agent of transforming the youth provides knowledge and experiences that they may use as they grow older. It is also a training ground in preparing them for the real world. Teachers are guiding them to develop their ability. They are provided with different trainings that will enhance their talents.

As a community member youth may have a formal leadership role in a community organization, or friends and neighbors may recognize them as the person who gets things done. A person who may not yet be leader is often waiting for an invitation to get involved. Some may say that they are only children, but



these children can also be part of the solution in the issues that communities are facing. With proper guidance we can lead them in becoming an asset in our community.

In this time of pandemic, students also adjusted the way they learn and socialized as we all did.

OBJECTIVES

The objective of this study was to determine the relationship of the implemented programs of the Supreme Student Government to the student transformation.

Specifically, it sought answers to the following question: (1) What is the level of effectiveness of the Supreme Student Government Programs in terms of donation project, webinars, and contest? (2) What is the level of student’s transformation to its member in terms of behavioral development, economic development; and civic participation? (3) Is there a significant relationship between the Supreme Student Government Programs and the Student Transformation?

RESEARCH METHODOLOGIES

This research aims to know the relationship between the Supreme Student Government Programs and the student transformation especially in this new normal situation.

Research Design

The researcher made use of descriptive research method, which, according to Lomax and Li (2013), describes the phenomena being studied. Data are collected and descriptive statistics are then used to analyze such data. Thus, descriptive research considers one variable at a time (i.e., univariate analysis), and is typically the entry-level type of research in a new area of inquiry. Descriptive research typically describes what appears to be happening and what the important variables seem to be.

This method was used by the researcher on attempt to assess the relationship between Supreme Student Government Programs and the Student Transformation.

Respondents of the Study

The students from in the Pedro Guevara Memorial National High School were chosen to be the respondents in this study. There will be a total of 100 respondents, composed of the student leaders from the Supreme Student Government and other schools club officers as the beneficiaries of the programs and projects.

Sampling Techniques

Random sampling technique was used in this study where the beneficiaries from the Pedro Guevara Memorial National High School were involved. They were chosen using random sampling to eliminate bias and to get a smaller number of respondents from the total population.

Research Procedure

The introduction of the problem was gathered, the location involved and the respondents of the study. Determined next are the related literatures and studies that gave baseline information for the study. Thorough review of literatures and studies was done before the finalization of the proposed investigation. After the proposed study had been approved by the panel of examiners, the questionnaire-checklist was prepared with the guidance of the adviser. The questionnaire was validated by the experts; however, before the distribution to the prospective respondents, permission from the people in the authority to conduct the study was secured. Immediately after validation the copies of the questionnaires were distributed and administered to the respondents through the use of Google forms since the respondents were the students who were at the time of the study is on distance learning. With confidentiality, the questionnaires were consolidated immediately. The gathered information was transferred in a tally sheet. The responses were tallied, summarized, interpreted statistically and then verbally.

Research Instrument

The research instrument used in the study was Likert scale questionnaire conducted and administered to the respondents.

| SCALE | RANGE | INTERPRETATION |
|-------|-----------|-------------------|
| 4 | 3.26-4.00 | Strongly Agree |
| 3 | 2.26-3.25 | Agree |
| 2 | 1.76-2.25 | Disagree |
| 1 | 1.00-1.75 | Strongly Disagree |



Statistical Treatment of Data

All data were encoded, tallied, and interpreted using descriptive statistics. Average weighted mean was used to describe measure the level of transformation of the students in terms of behavioral, economic development and civic participation, the Spearman Rank Correlation Coefficient was used to determine the significant relationship between Supreme Student Government programs and student transformation.

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This chapter presents the data gathered that determined the relationship between the implemented programs of the Supreme Student Government and the student transformation.

Effectiveness of the Supreme Student Government Programs

Donation Projects

It refers to the charitable work of the student organization that aims to provide the material needs of the beneficiaries.

Table 1 shows the effectiveness of Donation Project as one the Supreme Student Government programs.

Table 1. Frequency Distribution on the Effectiveness of Donation Projects

| Donation Projects | Strongly Agree | | Agree | | Disagree | | Strongly Disagree | | Overall Mean |
|---|----------------|-----|-------|-----|----------|----|-------------------|----|--------------|
| | f | % | f | % | f | % | f | % | |
| 1. Its objectives are clear and based on the mission and vision of the organization. | 83 | 83% | 17 | 17% | 0 | 0% | 0 | 0% | 3.83 (HE) |
| 2. It follows the Health Protocols and restrictions from IATF. | 81 | 81% | 19 | 19% | 0 | 0% | 0 | 0% | 3.81 (HE) |
| 3. The funds and resources are enough to address the needs of its target beneficiaries. | 60 | 60% | 40 | 40% | 0 | 0% | 0 | 0% | 3.60 (HE) |
| 4. The donations given are appropriate for the new normal situation. | 75 | 75% | 25 | 25% | 0 | 0% | 0 | 0% | 3.75 (HE) |
| 5. The donations are distributed properly and systematically to the beneficiaries. | 79 | 79% | 21 | 21% | 0 | 0% | 0 | 0% | 3.79 (HE) |
| Overall Mean: 3.76 Highly Effective | | | | | | | | | |

Legend:

- 3.40 – 3.99 *Highly Effective (HE)*
- 2.80 – 3.39 *Effective (E)*
- 2.20 – 2.79 *Moderately Effective (ME)*
- 1.60 – 2.19 *Ineffective (I)*
- 1.00 – 1.59 *Highly Ineffective (HI)*

The Supreme Student Government conducted donation projects during the S.Y. 2020-2021. Majority of the respondents *strongly agree* that the objectives of the project are clear (83%) and the health protocols and restrictions were followed (81%).

The respondents claimed that the donation project was *highly effective* in terms of having enough funds, being appropriate to the current situation, and having proper and systematic distribution.

The overall mean of 3.76 signifies that the donation project of the supreme student government

was *highly effective*. The donation project was conducted to help and address the needs of the students and the officers virtually planned and organized the project and with the help of their advisers the project was conducted physically. It was found to be highly effective because it benefits the student and also it gives the organizers a rewarding feeling. The happiness benefits of helping others are magnified when donors are shown the impact that their donations have for the recipient (Aknin et.al.,2013)



Webinars

To adopt in the current situation dealing with the COVID-19 pandemic the organization upgrades the way they conduct trainings and symposium. And also to reach out to the students even if they are not physically attending school. Table 2 presents the effectiveness of Webinars in student’s transformation.

The Supreme Student Government conducted webinars during the S.Y. 2020-2021. Majority of the respondents *strongly agree* that the topics are based on the core values of the Department of Education (80%) and are current and applicable to the new normal situation (75%). Same with the organization’s used of its community linkages (75%). The respondents claimed that the webinars was *highly effective* in terms

of the usefulness of its outputs and suitability of the platforms used.

The overall mean of 3.72 proves that the webinars organized by the supreme student government was *highly effective*. The webinars was conducted to provide the students training and facilitate opportunities for collaboration and exchange of ideas and with their innovative mind, the officers systematized the webinars. It was found to be highly effective because it discussed current issues and reach out the students in spite of the new ways of conducting seminars and trainings. Natural disasters can enhance our motivation for accepting highly innovative communication technology and e-learning tools (Tull et al., 2017)

Table 2. Frequency Distribution on the Effectiveness of the Webinars

| Webinars | Strongly Agree | | Agree | | Disagree | | Strongly Disagree | | Overall Mean |
|--|----------------|-----|-------|-----|----------|----|-------------------|----|--------------|
| | f | % | f | % | f | % | f | % | |
| 1. The topics were based on the core values of the Department of Education. | 80 | 80% | 20 | 20% | 0 | 0% | 0 | 0% | 3.80 (HE) |
| 2. The topics are current and applicable in the new normal situation. | 75 | 75% | 25 | 25% | 0 | 0% | 0 | 0% | 3.75 (HE) |
| 3. The platforms used are suitable and accessible for its participants. | 63 | 63% | 36 | 36% | 1 | 1% | 0 | 0% | 3.62 (HE) |
| 4. The webinar’s outputs were useful for both the students and the community. | 66 | 66% | 34 | 34% | 0 | 0% | 0 | 0% | 3.66 (HE) |
| 5. The organization used its community linkages and encourages cooperation within the school and other stakeholders. | 75 | 75% | 25 | 25% | 0 | 0% | 0 | 0% | 3.75 (HE) |
| Overall Mean: 3.72 Highly Effective | | | | | | | | | |

Legend:

- 3.40 – 3.99 *Highly Effective (HE)*
- 2.80 – 3.39 *Effective (E)*
- 2.20 – 2.79 *Moderately Effective (ME)*
- 1.60 – 2.19 *Ineffective (I)*
- 1.00 – 1.59 *Highly Ineffective (HI)*

Contest

Competitions conducted to encourage and measure student’s talents and different abilities. Table 3 shows the effectiveness of Supreme Student Programs in terms of Contests

The organization managed contests during the S.Y. 2020-2021. Majority of the respondents *strongly agree* that the contests enhances their ability (75%) and its objectives are clear (69%). The platform used was accessible (65%). The respondents claimed that the

contests were *highly effective* in terms of fairness and transparency as well as the involvement of other community members.

The overall mean of 3.65 tells that the contests of the Supreme Student Government were *highly effective*. The contests were conducted to test and enhance the talents and abilities of the students and the officers facilitated the contest with sportsmanship. It was found to be highly effective because the students



were able to showcase their talents and go out of their comfort zones.

Table 3. Frequency Distribution on the Effectiveness of Contests

| Contests | Strongly Agree | | Agree | | Disagree | | Strongly Disagree | | Overall Mean |
|--|----------------|-----|-------|-----|----------|-----|-------------------|----|--------------|
| | f | % | f | % | f | % | f | % | |
| 1. Its objectives were clear and based on the mission and vision of the organization. | 69 | 69% | 31 | 31% | 0 | 0% | 0 | 0% | 3.69 (HE) |
| 2. The facilitators used the most accessible platform to announce and conduct the contest | 65 | 65% | 35 | 35% | 0 | 0% | 0 | 0% | 3.65 (HE) |
| 3. The contests were fair and transparent. | 65 | 65% | 34 | 34% | 1 | 10% | 0 | 0% | 3.64 (HE) |
| 4. It encourages and enhances the student's ability and capacity in spite of the new normal system | 75 | 75% | 24 | 24% | 0 | 0% | 0 | 0% | 3.76 (HE) |
| 5. It involves other members of the community. | 54 | 54% | 45 | 45% | 1 | 1% | 0 | 0% | 3.53 (HE) |
| Overall Mean: 3.65 Highly Effective | | | | | | | | | |

Legend:

- 3.40 – 3.99 *Highly Effective (HE)*
- 2.80 – 3.39 *Effective (E)*
- 2.20 – 2.79 *Moderately Effective (ME)*
- 1.60 – 2.19 *Ineffective (I)*
- 1.00 – 1.59 *Highly Ineffective (HI)*

Level of Students' Transformation

The level of Students' Transformation in this study refers to the changes happened to the student in terms of behavioral development, economic development, and civic participation.

Behavioral Development

The data on table 4 shows the Level of student transformation in terms of changes in student's behavior.

The level of Students transformations in terms of behavioral development, majority of the respondents

strongly agree that the Supreme Student Government Programs encourage them to go beyond and adopt the new normal system (69%), it helped them identify their social strength and weaknesses (68%), also it serves as an eye-opener for the to see the needs in their community (66%) and opens new opportunity for them as a student and member of the community (64%).The organization's programs develops their social relationship with the other member of the community (61%).

Table 4. Frequency Distribution on the Students' Behavioral Development

| Behavioral Development | Strongly Agree | | Agree | | Disagree | | Strongly Disagree | | Overall Mean |
|--|----------------|-----|-------|-----|----------|----|-------------------|----|--------------|
| | f | % | f | % | f | % | f | % | |
| 1. It helps you identify your social strength and weakness | 68 | 68% | 32 | 32% | 0 | 0% | 0 | 0% | 3.68 (HD) |
| 2. It encourages you to go beyond and adopt in the new normal system. | 69 | 69% | 31 | 31% | 0 | 0% | 0 | 0% | 3.69 (HD) |
| 3. It opens new opportunities for me as a student and a member of the community. | 64 | 64% | 36 | 36% | 0 | 0% | 0 | 0% | 3.64 (HD) |
| 4. The programs serve as an eye-opener for me to see the needs of the community. | 66 | 66% | 34 | 34% | 0 | 0% | 0 | 0% | 3.66 (HD) |
| 5. It develops my social relationship with other member of the community. | 61 | 61% | 39 | 39% | 0 | 0% | 0 | 0% | 3.61 (HD) |
| Overall Mean: 3.66 Highly Developed | | | | | | | | | |



Legend:

- 3.40 – 3.99 *Highly Developed (HD)*
- 2.80 – 3.39 *Developed (D)*
- 2.20 – 2.79 *Moderately Developed (MD)*
- 1.60 – 2.19 *Undeveloped (U)*
- 1.00 – 1.59 *Highly Undeveloped (HU)*

The overall mean of 3.66 signifies that the level of student’s transformation in terms of behavioral development was *highly developed*. There are many factors that affect one’s behavior. It was found to be highly developed because it promotes student involvement. The student is a vulnerable person who is easily influenced by the school, his/her own family, his/her peers at school or in the community, the disorders in the community and the modern or new media that is part and parcel of his/her life (Belle, 2017)

Economic Development

In this study it refers to the development in students in terms of economic matters. The table 5

presents the level of student’s transformation in terms economic development.

In terms of economic development, majority of the respondents *strongly agree* that the Supreme Student Government Programs are beneficial to them (70%), they also extended help and resources (57%) for the success of the programs and they are satisfied with the programs existing in their community (56%). They also *agree* that the programs address their needs (54%) and it does improve their living standards (52%). The overall mean of 3.55 signifies that the level of student’s transformation in terms of economic development was *highly developed*.

Table 5. Frequency Distribution on the Students’ Economic Development

| Economic Development | Strongly Agree | | Agree | | Disagree | | Strongly Disagree | | Overall Mean |
|---|----------------|-----|-------|-----|----------|----|-------------------|----|--------------|
| | f | % | f | % | f | % | f | % | |
| 1. The programs address my material needs. | 45 | 45% | 54 | 54% | 1 | 1% | 0 | 0% | 3.44 (HD) |
| 2. I am satisfied with the existing programs in the community. | 56 | 56% | 44 | 44% | 0 | 0% | 0 | 0% | 3.56 (HD) |
| 3. The community projects improve my living standard. | 48 | 48% | 52 | 52% | 0 | 0% | 0 | 0% | 3.48 (HD) |
| 4. I extend help and resources for the implementation of a program. | 57 | 57% | 43 | 43% | 0 | 0% | 0 | 0% | 3.57 (HD) |
| 5. The programs are beneficial to me as student. | 70 | 70% | 30 | 30% | 0 | 0% | 0 | 0% | 3.70 (HD) |
| Overall Mean: 3.55 Highly Developed | | | | | | | | | |

Legend:

- 3.40 – 3.99 *Highly Developed (HD)*
- 2.80 – 3.39 *Developed (D)*
- 2.20 – 2.79 *Moderately Developed (MD)*
- 1.60 – 2.19 *Undeveloped (U)*
- 1.00 – 1.59 *Highly Undeveloped (HU)*

One of the many problems that the students are facing is the lack of material things needed in school that’s why the organization came up with idea of sharing. It was found to be highly developed because it provides the needs of the student-leaders to learn at the same time give material benefits to the community and other beneficiaries.

Civic Participation

In this study it is defined as student engagement in different social activities in school and in the community. Table 6 shows the level of student’s transformation in terms of Civic Participation.

In terms of civic participation, most of the respondents *strongly agree* that the Supreme Student Government Programs motivates them to lead and influence other students to participate in their



community (75%) because these programs promote social cohesion (66%). It encourages them to become an active citizen (65%) and by the used of their classroom acquired knowledge (61%) they became engaged in different community activities (53%).

The overall mean of 3.64 signifies that the level of student's transformation in terms of civic

participation was *highly developed*. Student's participation in different school and community activities provides a different area of learning and experiences. It was found to be highly developed because it broadens the environment for the students.

Table 6. Frequency Distribution on the Students' Civic Participation

| Civic Participation | Strongly Agree | | Agree | | Disagree | | Strongly Disagree | | Overall Mean |
|--|----------------|-----|-------|-----|----------|----|-------------------|----|--------------|
| | f | % | f | % | f | % | f | % | |
| 1. The programs encourage me to become an active citizen of the community. | 65 | 65% | 35 | 35% | 0 | 0% | 0 | 0% | 3.65 (HD) |
| 2. I used my acquired knowledge to participate in the community projects. | 61 | 61% | 39 | 39% | 0 | 0% | 0 | 0% | 3.61 (HD) |
| 3. It engages me in the different community activities. | 53 | 53% | 46 | 46% | 1 | 1% | 0 | 0% | 3.52 (HD) |
| 4. It promotes social cohesion. | 66 | 66% | 34 | 34% | 0 | 0% | 0 | 0% | 3.66 (HD) |
| 5. It motivates me to lead and influence other students to participate in our community. | 75 | 75% | 25 | 25% | 0 | 0% | 0 | 0% | 3.75 (HD) |
| Overall Mean: 3.64 Highly Developed | | | | | | | | | |

Legend:

- 3.40 – 3.99 *Highly Developed (HD)*
- 2.80 – 3.39 *Developed (D)*
- 2.20 – 2.79 *Moderately Developed (MD)*
- 1.60 – 2.19 *Undeveloped (U)*
- 1.00 – 1.59 *Highly Undeveloped (HU)*

Students who choose to join clubs in their first year of college are able to create a foundation that will lead to continued student involvement later on, into which social campus engagements are built (Tinto & Pusser, 2006)

Relationship between the Effectiveness of the Student Government Programs and Students' Transformation

The data on table 7 shows the relationship between the Supreme Student Government Programs such as donation projects, webinars, and contest and the student Transformation in terms of behavioural, economic development and civic participation.

The extent to which the highly effective programs of the Supreme Student Government was correlated with the students' transformation. Interesting results showed that there is a *moderate and positive*

relationship between the implementation of the donation projects and the students' behavioral development. The relationship is *significant* ($r=0.574$) with absolute probability. This means that the donation project affects the behavioral development of the students.

There is a *strong and positive* relationship between the implementation of the donation projects and the students' economic development. The relationship is *significant* ($r=0.625$) with absolute probability. This means that the donation project helped in developing student's economic condition.

A *significant* relationship exists between the implementation of the donation projects and the students' civic participation ($r=0.571$, $p = 0.000$). The relationship is moderate and positive. This means that donation project motivates students in participating in civic activities.



Table 7. Relationship between the Effectiveness of the Student Government Programs and Students' Transformation

| Programs | Behavioral Development | | | Economic Development | | | Civic Participation | | |
|-------------------|------------------------|---------|----------|----------------------|---------|----------|---------------------|---------|----------|
| | r-value | p-value | Analysis | r-value | p-value | Analysis | r-value | p-value | Analysis |
| Donation Projects | 0.574 | 0.000 | S | 0.625 | 0.000 | S | 0.571 | 0.000 | S |
| Webinars | 0.636 | 0.000 | S | 0.450 | 0.000 | S | 0.612 | 0.000 | S |
| Contests | 0.740 | 0.000 | S | 0.581 | 0.000 | S | 0.724 | 0.000 | S |

Legend:

- ±0.80 – ±1.00 *Very strong*
- ±0.60 – ±0.79 *Strong*
- ±0.40 – ±0.59 *Moderate*
- ±0.20 – ±0.39 *Weak*
- ±0.00 – ±0.19 *Very weak*

Students' involvement in charitable activities offers them a lot of benefits and satisfactions while there are helping other youths in the community.

A study prepared by Ashley V. Whillans, 2016 stated that revealing donors how their money can make a noticeable difference increases donations and happiness benefits of contributing. Impact information appears to be especially important for individuals who donate the most and for repeat donors who consistently contribute to an organization.

The data showed that there is a *strong* and *positive* relationship between the conduct of the webinars and the students' behavioral development. The relationship is *significant* ($r=0.636$) with absolute probability. This means that the conduct of webinars enhances student's behavior.

Astin's theoretical framework aids in explaining observed knowledge about environmental influences on student development from a diversity of psychosocial and learning pedagogies by quantifying involvement by amount of energy placed forth by the student (Foreman & Retallick, 2013).

Also, there is a *moderate* and *positive* relationship between the conduct of the webinars and the students' economic development. The relationship is *significant* ($r=0.450$) with absolute probability. This means that conducting webinars also improved student economic situation.

A finding from the study by (Dhawan, 2020) that online learning is relatively cheaper mode of education in the terms of lower cost of transportation, accommodation, and the overall cost of institution based learning.

Lastly, a *significant* relationship exists between the implementation of the webinars and the students' civic participation ($r=0.612$, $p = 0.000$). The relationship is *strong* and *positive*. This means that

attending webinars influenced the students to participate in different civic works.

The results showed that there is a *strong* and *positive* relationship between the organizing contest and the students' behavioral development. The relationship is *significant* ($r=0.740$) with absolute probability. This means that organizing a contest influenced student's behavior.

There is a *strong* and *positive* relationship between joining contest and the students' economic development. The relationship is *significant* ($r=0.581$) with absolute probability. This means that joining a contest improves student's economic status.

The relationship exists between the implementation contest and the students' civic participation is also *significant* ($r=0.724$, $p = 0.000$). The relationship is *strong* and *positive*. This means that contest promotes civic participation for students.

Contest has an important role in student's achievement because it often motivates them to pursue excellence.

CONCLUSION

Based on the data, the conclusion was derived that there was a "significant relationship between the Supreme Student Government programs and student transformation". It shows that the null hypothesis stating that "There is no significant relationship between Supreme Student Government programs and the student transformation." Therefore, the hypothesis is rejected. It can be inferred that there is a "significant relationship" between them.

RECOMMENDATIONS

Based on the findings made, the following were hereby recommended:



1. Youth Leaders may keep developing plans, projects and trainings for the other member of the community through that they may influence more of their colleagues and be proactive citizens.
2. Teacher-Adviser may evaluate the impact of their implemented programs and projects to the community and to their student-leaders for the continuity of the best results and for the adjustment needed to cope up in the new normal system.
3. School Heads may keep supporting the programs of their student-leaders in terms of moral and financial matters which they need to pursue more effective projects and programs.
4. Parents may encourage their children to get involved in different school and community activities to develop more of their interest and other skills.
5. Future Researchers are encouraged to do further studies giving emphasis to the variables in the present studies.

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