

The relationship of organization opportunities and engagement of COED students in fostering cognitive comprehensive skills

Mark Stephen A. Ravelas, Danica B. Capongga, Ester H. Fugaban, Marjorie S. Glomar, Nica Trixia P. Ihapon, Dorreen C. Planillo, Vivien Desiree R. Santos

markstephenravelas@gmail.com, caponggadana04@gmail.com, estghfugaban@gmail.com, marjorieglomar08@gmail.com, nicaihapon13@gmail.com, dorreenplanillo@gmail.com, viviendesiree5@gmail.com
Laguna University, Santa Cruz, Laguna, Philippines, 4009

Abstract

Young individuals these days have access to a wide range of school organizations in which they are enthusiastic to take part of. There are different organizations to participate in, including school clubs, activities for character advancement, organizations based on hobbies and interests, and many more. The Magna Carta for Students Act of 2007 hereby declared to promote and protect the rights of students to enable them to participate actively and effectively and encourage their involvement in public and civic affairs, however there are student organizations which have been in the lower students' engagement over the course of years. Hence, the indicated study aimed to investigate the organization opportunities for college students. The researchers sought to highlight the relationship of organization opportunities and engagement of College of Education students of Laguna University in fostering cognitive comprehensive skills. Employing the survey approach, the study utilized the statistical data gathered from the people who were involved in this research. The results revealed that the more opportunities provided by the university in terms of seminars, leadership training, and meetings, the higher the level of student engagement in developing their cognitive comprehensive skills. The findings of aforementioned study may then serve as the fundamental basis mainly for Laguna University College of Education to continuously improve their organization opportunities and achieve higher students' engagement in fostering cognitive comprehensive skills.

Keywords: students' engagement; organization opportunities; cognitive comprehensive skills, seminars; leadership trainings, meetings

1. Introduction

Nowadays, young people have access to a wide selection of school organizations in which they are enthusiastic to take part of. There are various organizations, countless school clubs, exercises for character advancement, and many more.

Cognitive aptitudes are critical for understanding talks and getting handle of concepts. Thinking, analyzing, learning, and reason are developed through cognitive aptitudes as well. These abilities are needed in approaching data and conveying it to the suitable ranges of the brain. Making strides and acing these skills mean that a student function more independently and efficiently. Comprehension abilities are crucial to dialect familiarity and are essential for the success academically. They are a portion of each subject your child learns, and these abilities are basic to his or her headway in school. Solid comprehension abilities are required for the student to meet expectations in standardized state testing as well as arrangement testing for middle school, high school, and college.

In today's fast-paced world, cognitive comprehensive aptitudes are getting to be progressively vital as people are required to handle and analyze tremendous amounts of data in their individual and proficient

lives. With the ever-increasing sum of data accessible, people who have solid cognitive comprehensive abilities are superior and prepared to form educated choices and adjust to changing circumstances. Subsequently, it is basic to cultivate the improvement of cognitive comprehensive aptitudes through instruction, preparation, and honing. By doing so, students can upgrade their capacity to think fundamentally, unravel issues imaginatively, and make educated choices, driving them to more noteworthy victories in all angles of life

1.1. Background of the Study

According to the Fourteenth Congress of the Republic of the Philippines Senate Bill No. 1483 - Section 13, Article 11 of the 1987 Constitution provides that: *"Philippine Constitution State shall recognize the vital role of the youth in nation-building and shall promote and protect their physical, moral, spiritual, intellectual and social well-being. It shall inculcate in the youth patriotism, and nationalism and encourage their involvement in public and civic affairs"*. This bill intends to set forth in unequivocal terms, the rights and responsibilities of student youth from the secondary level to the post-secondary and tertiary levels of education, including vocational and technical education. Senate Bill No. 1483 - Section 1. This act shall be known as the *"Magna Carta for Students Act of 2007"*. The General Principles of this Act - Section 2. Declaration of Policy and Guiding Principles. It is hereby declared to be the policy of the State to promote and protect the rights of students to enable them to participate actively and effectively in the democratic processes of effecting progress and development changes in society.

Rules and regulations that unnecessarily restrict their operations and are harmful to their goals and interests may not be applied to student organizations. Similar to this, school administrators must support ways for students to voice their opinions on certain rules adapted by the institution. The right to participate in the creation of student-affecting school policies belongs to student councils and governments, which are the most representative of the student voice and the highest expression of student power on campus.

Laguna University has student organizations from several fields. The University was founded on February 15, 2006, under the direction of Hon. Teresita S. Lazaro, former Governor of Laguna, who was elected President and Chairman of the Board of Regents by Resolution No. 198 - A S. Laguna's Provincial Council issued a resolution on March 29, 2006. After a few years of Laguna University's existence, there were numerous student-led organizations namely COED ACE, ELITES, LIKAS AGHAM, and UMMALU are among them. These organizations have accomplished a lot, such as creating a program that comprises evaluating each student's abilities, conducting seminars or webinars, implementing cleaning programs, and so on.

This research will provide knowledge and background on how the student organizations help the students foster cognitive comprehension skills, and how some organizations in the College of Education enables the students on how to be good leader in school, and help develop cognitive aptitudes as well. The researchers want to find out if there is a significant relationship between the students' involvement in COED organizations and their ability to foster cognitive comprehensive skills.

1.2. Statement of the Problem and Objectives of the Study

This study aims to investigate the organization opportunities for COED students in Laguna University. The researchers formulate a principal question: What is the relationship of organization opportunities and engagement of COED students of Laguna University in fostering cognitive comprehensive skills? Additionally, the researchers came up with three (3) culminated questions embedded with sub-questions. Specifically, this study aims to answer the following objectives:

1. to determine the organization opportunities offered by the Laguna University to the COED students in terms of seminars, leadership trainings and meetings;

2. to discuss the engagement level of the COED students in terms of seminars, leadership trainings, and meetings; and,
3. to analyze the significant relationship between the opportunities offered by the COED organizations and COED students' engagement in fostering cognitive comprehensive skills.

1.3. Significance of the Study

1.3.1. Policy

To establish a framework that encourages the relationship between organizational opportunities and student engagement in fostering cognitive comprehensive skills. This aims to ensure that all COED students have equal access to these opportunities and that their engagement is effectively facilitated.

1.3.2. Practice

Uncover effective strategies that can enhance the learning experience of COED students. This knowledge can contribute to the development of educational programs and initiatives that promote cognitive comprehensive skills. Valuable insights for policymakers and educational institutions in designing policies and practices that foster student engagement. And by identifying the organizational opportunities that positively impact student engagement, educators can tailor their teaching approaches to create more engaging learning experience for COED students.

1.3.3. Social Action

Seeks to raise awareness about the crucial role that educational institutions play in fostering holistic learning experiences for COED students. Through this research the researchers hope to inspire educators, policymakers, and stakeholders to recognize the significance of providing diverse opportunities for students to engage in various organizational activities that nurtures cognitive comprehensive skills, such as critical thinking, problem-solving, creativity, and effective communication. Ultimately, the findings of this study can contribute to the enhancement of educational practices and policies, leading to a more comprehensive and enriching learning experience for COED students. By promoting a supportive and engaging environment, it can empower students to develop the essential skills needed for their personal and professional growth.

1.4. Hypothesis

The hypothesis was formulated based on the general objective:

There is no significant relationship between the opportunities offered by the Laguna University and students' engagement in fostering cognitive comprehensive skills.

1.5. Scope and Limitations of the Study

The general focus of this study is to determine the relationship of student organization opportunities and engagement in fostering cognitive comprehensive skills of COED students at Laguna University, in Bubukal, Santa Cruz Laguna, Philippines Academic Year 2022-2023. The respondents of this study were block officers of second and third-year students of the College of Education. The period of conducting the study was within the first semester and second semester of the academic year 2022 to 2023. It utilized the self-made questionnaire to determine the level of engagement of College of Education students that was validated by the statistician and noted by the research adviser, program chair of Bachelor of Elementary

Education, and the research coordinator. Data gathering and analysis was done after distributing the questionnaires to the respondents.

1.6. Definition of Terms

To ensure clear understanding and to avoid confusion, the following terms are defined conceptually and operationally:

COED - Refers to College of Education serve as the main respondents of this research.

Clubs - Refers to school-approved group of students, often with a faculty sponsor, who meet to develop activities or discussions based on their particular topic of interest.

Cognitive skills - These are the core skills the brain uses to think, read, learn, remember, reason, and pay attention. The incoming information moves into the bank of knowledge used every day at school, at work, and in life.

Decision Making - It refers to the process of making choices by identifying a decision, gathering information, and assessing alternative resolutions. Using a step-by-step decision-making process can help make more deliberate, thoughtful decisions by organizing relevant information and defining alternatives. This approach increases the chances that will choose the most satisfying alternative possible.

Good Judgment - This includes considering the consequences of one's decisions, thinking before acting and speaking, and having the tools to make good decisions in a variety of situations.

Leadership Program - It is an official commitment to help members of the organization not only grow their skill sets but also help them find new roles within the organization to exercise these skills with a long-term influence.

Meeting - Refers to a planned occasion when people come together, either in person or online (using the internet), to discuss something.

Problem Solving - Refers to the ability to identify problems, brainstorm and analyze answers, and implement the best solutions. Good problem-solving skills are both a self-starter and a collaborative teammate; proactive in understanding the root of a problem and working with others to consider a wide range of solutions before deciding how to move forward.

Seminar - It refers to a scheduled meeting for giving and discussing information.

Student Engagement - This refers as the degree of attention, curiosity, interest, optimism, and passion that students show when learning or being taught, which extends to the level of motivation they have to learn and progress in their education." Student engagement can also refer to how school leaders, educators, and other adults can 'engage' students more fully in school governance and decision-making processes, program and learning opportunity design, or civic life in their community.

Student Organization - This refers to group of undergraduate or graduate students who come together to promote or celebrate a shared interest. This includes recognized Student Government Association organizations, club sports organizations, theme houses, and Fraternity & Sorority Life organizations. Faculty and staff advisor involvement is essential for all recognized organizations. Recognized student organizations foster leadership development, learning, student engagement, and the development of shared interests.

2. Review or Related Literature

This chapter contains related literature and studies compiled after a detailed and rigorous search done by the researchers. This chapter provides the theoretical framework as well as the conceptual framework and the synthesis of the research.

A recognized student organization (RSO) is defined as a group of undergraduate or graduate students who unite to promote or celebrate a common interest. Other kinds of organizations on campus are departmental student organizations (DSOs), club sports, theme houses, and Greek Life organizations (The

University of the South, 2023).

The Online Etymology Dictionary says that the term emerged in the English language in the mid-fifteenth century. In mid-15th century it meant 'act of organizing.' The word came from Middle French *Organisaton*, which came directly from Medieval Latin *Organizationem*. In 1873, it assumed the meaning 'system, establishment'. The word originally came from the Greek *Organon*, which means 'organ' (Market Business News, 2023).

Whittle (2022), pointed out some international student organizations can make encounters such as studying overseas, facilitating an international student or volunteering in another nation make these conceivable by helping learners and encouraging solid instructive encounters. International student organizations are; Council on International Educational Exchange, AIESEC, International Association of Students in Agricultural and Related Sciences, Center for Global Education, Exchange

Alumni, Bureau of Educational and Cultural Affairs Exchange Programs, National Association for Foreign Student Affairs, and Comparative and International Education Society. Worldwide student organizations permit individuals to take an interest in work and instruction encounters overseas. People can step out of their consolation zones to arrange, collaborate and learn with like-minded understudies around the world. Organizations concentrate on distinctive sorts of learning encounters, such as administration, open arrangement and other proficient divisions.

These organizations offer support, advocacy and help to students. A few help members in getting visas and other travel housing. Students traveling around the world can get course from universal student organizations to guarantee that their encounters are beneficial and satisfying.

St. Olaf College (2023), emphasized numerous student organizations committed to the mindfulness and celebration of different Asian Societies. There are bunches centered on the societies of the Chinese, Hmong, South Asians, Vietnamese, Tibetans, and Koreans. There are too groups committed to Japanese Taiko drumming, Asian cinema, and other exercises. A full list can be found on the Student Organizations webpage. Numerous of these organizations arrange for the exercises celebrating Asian societies amid the April Asia Weeks activities.

According to Arroyo (2021) organizations in the Philippines are among the most vibrant social groups created by young people. Student organizations are prevalent in every setting, from high school to college, and for excellent purposes. Moreover, according to Skogerboe (2022), student organizations provide many opportunities for students, such as leadership opportunities, learning experiences, and environments to network with professionals. These organizations also provide students with opportunities to develop and showcase their skills and talents outside the classroom. They foster a supportive community in which students can collaborate and work toward common goals by providing a sense of belonging and teamwork.

In line with Batangas State University, as stated by The National Engineering University (2023), a variety of student organizations from academic, cultural, sporting, social, and advocacy-based groups are present at various universities in the Philippines. Beyond their academic studies, these organizations give students the chance to pursue their interests and passions. They provide a platform for students to participate in activities and events that are in line with their personal and professional goals, assisting them in gaining practical experience and developing their leadership skills. Being a part of these organizations can also assist students in creating a solid network of people who share their interests and can offer advice and support both during and after their academic careers.

Many student organizations in Philippine schools, such as the Philippine Nikkei Jin Kaire International School in Davao City, are extremely active and organize events, workshops, competitions, and community service projects. These student organizations provide a forum for students to hone their leadership skills, develop their talents, and foster a sense of community among their peers. Furthermore, these activities provide students with opportunities to contribute to the improvement of their local communities and have a positive impact on society.

Laguna University is designed to meet the needs of students who are experiencing financial

difficulties. This was created to provide students with the quality education they deserve. COED ACE, ELITES, LIKAS AGHAM, and UMMALU are among the organizations that make up this university. The organizations gathered at this university were formed to assist students with their academic endeavors. This allows students to take the initiative, motivate others, and foster a positive learning environment (Laguna University, 2022).

The Laguna University organizations expects its graduates to be prepared with the information, values, and abilities needed to successfully execute their roles and obligations in the classroom, society, community, and state. The club envisions its member to be competent, artistic and communicatively skilled. In accordance with this vision, the college's objective is to provide quality teacher education that is accessible to all, as well as to ensure that every new teacher learns, observes, and performs with integrity. It continuously performs its mission reinforcing and empowering the intellect confidence as well as to foster interests and engagements in English by all students. A 2011 organization's mission is to raise people's knowledge and comprehension of various natural and physical phenomena. It fosters a passion for problem solving among all students at Laguna University. These organizations' mission is to assist students to become knowledgeable about various teaching techniques; create state-of-the-art teaching-learning approaches to address the challenges in education new millennium; and modifying this innovation to fit the new surroundings.

Crowder, Pace and Rohloff (2021), articulated that it was shown that students who participate in academic organizations develop their leadership abilities, including teamwork, logic, problem-solving, decision-making, communication, accountability, and self-worth. The researchers emphasized how cultural identity influences how leadership is seen in organizations and advised students from various backgrounds to talk about leadership techniques and cultural leadership values. Finally, it was established that student organizations foster the flowering of leadership, managerial abilities, and intellectual development. They saw participation in student organizations as a chance to build skills that would be beneficial in everyday situations.

According to Padilla et al., (2018), on college and university campuses, student peer organizations like Active Minds, NAMI on Campus, and To Write Love on Her Arms are in a unique position to directly and immediately affect students' perceptions of mental health issues and associated stigma, potentially increasing the rate at which students access mental health services. Peers and social networks among students can significantly contribute to promoting mental health and encouraging people to seek help when they are in need. Student peer organizations on campuses work to enhance students' attitudes and knowledge. Reduce the stigma that people have about their own and others' mental health, and increase peer support for those who need it. Such organizations can improve the college environment for students with mental health difficulties by increasing awareness, reducing stigma, and maintaining a long-term, continuous presence on campuses. They may utilize more mental health care.

McCanless (2020), stated that one of the foremost interesting things approximately student organizations is that they are volunteer-driven. They don't exist on the premise of compensation, nor do they sign contracts that tie part commitment to their organization alone, and so forward. In any case, they have anticipated objectives, cash streams, and costs that they got to oversee. They indeed need to enroll, showcase, and oversee ventures to their completion. With a volunteer workforce (that regularly pays the organization 'dues' to fund anything objective is set), student organizations can become either inconceivably stagnant or dynamic depending on an assortment of factors.

These student organizations are still organizations, and as such, they involvement the same imperfections that torment any chain of command: need of communication, pioneer doubt, unclear goals, retention, product/service advertising, developing torments, etc. In counseling, regularly explore for the issue underneath the issue, the root of the issue at hand, and a bit like in industry, there are ordinarily fundamental issues that make enormous issues for student organizations. One of the greatest torment focuses in student organizations is part maintenance, where they cannot halt hemorrhaging individuals from their positions. The normal cause for this, in any case, is either a need of a certain sort of involvement or incapability

communication between understudy pioneers and individuals that causes lack of engagement. In one of our earlier engagements, part maintenance was our essential center.

Komives (2018), research delves into the contemporary challenges and opportunities encountered by educators responsible for organizing campus activities in the modern era. These individuals coordinate a wide array of events for students, including clubs, sports, arts, and leadership development. Addressing concerns like unrestricted expression, cultural variety, initiation rituals, and academic collaborations forms a part of their responsibilities.

Unfettered expression denotes the right to voice personal viewpoints without censorship or repercussions. Cultural variety pertains to the coexistence of diverse cultures and identities on campus. Initiation rituals involve subjecting new members to degrading or perilous tasks. Academic partnerships signify collaborative efforts between campus activity organizers and other academic staff.

The research highlights some present-day predicaments faced by campus activities educators. These challenges encompass promoting cultural understanding, striking a balance between fostering an environment conducive to both free expression and cultural inclusivity, and providing effective assistance to a progressively diverse student body. Moreover, it outlines opportunities for educators to cultivate meaningful academic collaborations.

The study asserts that the aspiration of campus activities educators is to advance research and engage in evidence-based approaches, working towards a more ideal future. This involves utilizing scientific evidence to enhance and inform their practices.

The research conducted by Bahodirovich and Romilovich (2021), focuses on the development of educators, in the field of technology-based education. This domain requires the application of technical knowledge to address real world issues. The study suggests that upcoming teachers should possess understanding, practical experience, a broad-perspective critical thinking skills, as well as professional competence and behavior. The investigation assesses their level of engagement and practical training. It then discusses the technological foundations of designing solutions for needs to enhance their professional abilities. Additionally, the study examines the benefits of incorporating technology-based education into the framework.

2.1. Seminar

Panigrahi (2023), stated that guaranteeing an appropriate stream of information Seminars and Workshops help in enthusiastic interaction and dynamic support boosting the skills and ability of students. Significance of seminars and workshops for students is regularly recognized as a prime concern. Keeping in intellect the significance of courses for students and the benefits of workshops for students, seminars and workshops are an imaginative and invited step towards present day instruction. These days seminars in schools are energized recognizing the significance of workshops for students at an early age.

Ramya (2022), claimed that attending seminars is an art form that offers students valuable insights from industry experts and professionals, fostering networking opportunities and critical thinking. Participating in club activities enhances learning experiences, allowing students to apply theoretical knowledge in real-world scenarios. Attending seminars also helps students gain independence and self-assurance, improve communication skills, and stay up-to-date on technological advancements. Overall, attending seminars enhances students' overall learning experience and contributes to their academic and career growth.

Al'Adawi (2018) research focused on how students perceive the benefits of incorporating seminars as a method of teaching and assessment in a college of applied sciences' children's literature course. The study also explores the factors to consider and potential limitations when implementing this approach. The results revealed that seminars have a favorable impact on enhancing classroom learning and fostering students' sense of ownership over their education, provided that both teachers and students receive appropriate training.

Rao (2023), discussed the advantages and disadvantages of a seminar. He asserted, one of the

advantages of a seminar, wealth of information ordinarily, displayed by numerous speakers at one time in one place. A part of 'learning' at one clip, with most material compressed into two or three days' worth of time. As well as, he also asserted disadvantage of this. The chance that the speakers may be sharing erroneous information, or not at all learned themselves (it pays to create claim appraisals of displayed points, not fair aimlessly 'follow the pack'). Tips, traps, and techniques ought to be weighed as to 'worth' and 'accuracy' some time recently utilizing these. Cautious thought rules here. Generally, seminars, on the off chance that chosen carefully, can be a great encounter. They are not marvel cures to trade issues or other problems, be that as it may, and this must be kept in intellect when choosing to go to a seminar. These are, after all, discretionary occasions, and victory or disappointment in trade or life will likely not pivot on participation at seminars.

2.2. Leadership Training

As stated by Guthrie, Beatty, and Wiborg (2021) a leader is an individual, and leadership is the process of enhancing oneself. Focusing on leadership development involves personal growth, understanding, and knowledge to build human capital. It involves expanding collective capacity, building strong relationships, and fostering a sense of empowerment within a group. This approach leads to enhanced collaboration, improved decision-making, and overall group success. By cultivating a deeper understanding of team members, leveraging diverse perspectives, and creating an environment that maximizes everyone's potential, leaders can create a more effective and successful team.

Also, Maxwell (n.d.) emphasizes the importance of leadership development in an organization. By recruiting and developing good people, organizations can achieve their goals and objectives. Effective leadership leads to increased employee engagement, improved productivity, and a stronger organizational culture. Investing in leadership development programs can significantly impact an organization's success.

Chandra (2021) emphasizes the importance of developing leadership skills in college students to prepare them for a successful future. Engaging in leadership opportunities enhances decision-making, problem-solving, communication, and collaboration, giving them a competitive edge in the job market. Campus leadership roles offer real-world resume-building opportunities, allowing students to develop organizational, communication, and collaborative skills. These experiences also provide valuable networking opportunities and connections for future careers.

Dayes (2022) explains that inclusive leadership is crucial for the well-being of students and fostering a sense of belonging and empowerment. Leaders should recognize their role in creating a more inclusive environment, promote open communication, and embrace diversity. This fosters a culture of inclusivity, leading to higher productivity and employee satisfaction. Authentic leaders authentically embrace their identities, fostering creativity, innovation, collaboration, and teamwork. They exhibit trust, honesty, vulnerability, and integrity, which are essential for fostering a supportive and creative work environment.

The college leadership programs strive to hone students' leadership skills, such as goal-setting, collaboration, critical thinking, and interpersonal relationships. These programs provide networking opportunities, coaching, mentoring, well-known speakers, job information, internships, and scholarships. Prior to enlisting in a program, it is essential to evaluate one's existing skill level and pinpoint areas for development. Teamwork, critical thinking, and communication are common leadership skills that are emphasized (The National Society of Leadership and Success, n.d.).

2.3. Meeting

Clubs and organizations ought to meet at least once a month in spite of the fact that it energizes students to meet more frequently. The fashion of the meeting is up to the club or organization. Meetings can be casual or more formal depending on the sort of club or organization. Amid the meetings, they plan events, conversation around significant issues because it relates to club or organization, and even have visitor

speakers. It is additionally a put to put through with people with comparable intrigued as yours, learn unused things, and make unused companions on campus (Orange Coast College, 2023).

Wagner (2023), stated that meetings in schools are imperative to supply a forum for instructors, staff, and directors to trade thoughts, talk about and make critical choices to move the school forward. Compelling meetings can offer assistance to cultivate a sense of open collaboration and collaboration inside the school community, which are vital to progressing the generally learning encounter for students. In the first place, meetings ought to never be held inadvertently. Minimizing the assembly over-burden to form room for purposefulness and deliberate gatherings is the primary (and most imperative) step. Planning less gatherings are specifically connected to more efficiency and more room for profound work. Meetings certainly guarantee data stream, successful choices, responsibility and cooperation – be that as it may, as it were when arranged and executed carefully.

As indicated by the Writers (2023), college student governments can accommodate a larger student body and complex social and academic system, representing diverse interests and perspectives. They can develop specialized committees and programs to address students' needs in various academic disciplines. These governments have diverse roles, consisting of both elected and appointed members, and influence university policies, standards, and local, state, and national legislatures. They also serve as a platform for students to voice opinions and advocate for change, organizing events and initiatives promoting inclusivity, diversity, and social justice, fostering a vibrant campus environment that values and respects all individuals.

Riserbato (2021), mentioned that feedback is essential for personal and professional development, as it offers valuable insights and perspectives. It helps identify areas of improvement, highlights strengths and weaknesses, and allows for adjustments. Post-event surveys can help measure attendee satisfaction, identify areas of improvement, and gauge the effectiveness of event strategies. By actively seeking feedback, attendees' needs and expectations are met, resulting in a more successful and satisfying event experience.

In the study of Midha (2022), foremost meetings are conceptualized as interconnected sense-making scenes to analyze prove from a five-month mini-ethnographic case consider of the gatherings of two elementary school principals in India. Discoveries appear that foremost gatherings are essential for giving center and coherence to the execution of regulatory obligations. Discoveries shed light on how components such as ambiguity-clarification and task-repetitions may be a doubled-edged sword that creates meetings effective but too contributes to disappointment and boredom. Principal meetings highlight that administration viability must be tied to the setting and physical nearness shapes meaning-making. Principal meetings are non-trivial sense-making hubs of authority framework empowering correspondence in thought but may moreover make a reality that prioritizes organization over guidelines advancement. Suggestions incorporate considering meetings less as devices in require of advancement and more as conceptual and explanatory marvels to ponder and subtlety educational leadership practice.

2.4. Problem Solving

Based on the study of Pentang et al. (2021) the problem-solving performance and skills of prospective elementary teachers in Northern Philippines. The study found that prospective elementary teachers have a moderate level of problem-solving performance and skills. The study also found that there is a significant relationship between problem-solving performance and skills.

Then, Klang et al., (2021) from the University of Hong Kong examines the problem-solving skills and attitudes of students in a problem-based learning (PBL) environment. The study found that PBL can help students develop problem-solving skills and attitudes, such as critical thinking, creativity, and collaboration. The study also found that students who participated in PBL had higher levels of motivation and engagement in learning.

Kim et al. (2018) discovered that the ability to solve problems has a positive impact on innovation behavior and opportunity perception. Innovation behavior was identified as a key factor that partially

mediated the relationship between problem-solving capacity and innovation.

Also, Subramaniam, Azmi, and Noordin (2020) analyzes the existing literature about problem-solving skills for graduate engineers through a systematic literature review. The study found that problem-solving skills are essential for graduate engineers in their professional careers. The study also found that problem-solving skills are not only important for technical aspects but also for non-technical aspects such as communication and teamwork.

Then, Zhong and Xu (2019) there study aims to teach students how to solve real-world problems by providing a new way to teach problem-solving skills. The proposed situational design model is a new way to teach problem-solving skills. The study also found that individual differences are important in teaching problem-solving skills but have not been addressed in current research.

Problem-solving skills are valued by employers and can make you a self-starter, a collaborative teammate, and a reasonable decision-maker. Problem-solving abilities are essential for locating and addressing systemic problems that call for creative solutions in the context of the reform movement. In order to overcome complicated obstacles and promote lasting change, reform movement leaders need to be strong problem-solvers. Kapur, Radhika (2020) defines problem-solving skills as essential skills that help individuals identify, analyze, and solve problems effectively and efficiently. These skills involve finding the cause of a problem, brainstorming and implementing the best solutions, and working with others to consider a wide range of options.

2.5. Decision Making

According to Bordone and Doktori (2021) discusses how to influence decision-making processes and how it is important to avoid the temptation to let the loudest voices dominate your thinking. The article highlights that the votes of the quiet carry the same weight as those who are loud. It emphasizes that when making decisions, it is important to consider all perspectives and not just those who are the loudest. It is also important to target influential fence-sitters and start with those who might influence others. By doing so, you can influence how decisions get made.

According to the study of Bubany et al., (2018) mixed methods think about inspected how college understudy members examined their approach to making career choices, with a center on how their point of view may be steady with different models of career choice making. Brief phone interviews were conducted with 20 college understudies, and the story information were analyzed utilizing subjective strategies educated by grounded hypothesis and consensual qualitative research (CQR). Based on subjects produced by subjective examination, an appraisal instrument was created. The instrument was utilized by two people who dually served as reviewers of the subjective discoveries and as autonomous raters. Topics, as well as relationships and recurrence information inferred from the appraisals, are examined. It was found that the see of the members, in terms of how they thought choices ought to be made and how they were drawing nearer the possess choices, were steady with models of career choice making that incorporate ideas of interdependency, involvement, instinct, and feeling.

Decision making is crucial for students as it develops critical thinking skills, enables them to take responsibility for their actions, navigate challenges, and make informed choices that align with their goals and values. It prepares students for future challenges in personal and professional life. Differentiating between choice and needs is essential for prioritizing goals, making informed decisions, and navigating various options and opportunities. This skill helps students shape their path and create a fulfilling future as stated by Reedy (2020).

Roberts (2022), introduces the concept of decision-making and its importance for nursing practice. The chapter encourages students to consider decision-making in two contexts: as a student in university and as a student nurse in practice. The chapter explains that decision-making is a combination of interpersonal, technical, and cognitive skills that need to be developed and practiced regularly. The chapter also discusses

some factors that influence decision-making, such as intuition, experience, evidence, ethics, and emotions.

2.6. Good Judgment

Likierman (2020) specified that a parcel of ink has been spilled within the exertion to get it what great judgment comprises of. A few specialists characterize it as intuitive or “gut feeling” that by one means or another combines profound encounter with expository abilities at an oblivious level to create a knowledge or recognize a design that others ignore. At a tall level this definition makes natural sense; but it is difficult to move from understanding what judgment is to knowing how to procure or indeed to recognize it.

Also, Luban and Millemann (2021) the so-called "crisis of professionalism" makes good judgment more vital to the calling than ever. They recommended that fair a great judgment is the foremost valuable thing a lawyer must offer good ethical judgment is the heart of legitimate morals. Without a doubt, they contended in Section II that the rules of lawful morals were drafted in a way that places a premium on the capacity for ethical judgment. Distant from substituting for good judgment, the morals rules presuppose that good judgment is the heart of legitimate morals.

Peer pressure is a significant challenge faced by college students, as they encounter diverse backgrounds and values that can influence their beliefs. As mentioned by Simmons (2019) to navigate these pressures, it is crucial to stay true to oneself and surround oneself with supportive individuals who respect one's choices. A strong support system can provide confidence, reassurance, and a sense of belonging among like-minded individuals who share similar values. This support system helps resist external influences that may challenge one's beliefs. Staying true to one's values is essential for personal growth and maintaining a positive future. College students have the power to control their destiny and set their own goals, and surrounded by positive peers can help them make smart decisions and stay on their path towards success.

Pordelan et al., (2018) study found that both online counseling and face-to-face counseling increased the students' career decision-making self-efficacy compared to the control group. The study also found that there was no significant difference between online counseling and face-to-face counseling in terms of their effectiveness. The study concluded that online counseling can be a practical and convenient way to provide career guidance to students. The study found that both online counseling and face-to-face counseling increased the students' career decision-making self-efficacy compared to the control group. The study also found that there was no significant difference between online counseling and face-to-face counseling in terms of their effectiveness. The study concluded that online counseling can be a practical and convenient way to provide career guidance to students.

Based on the InnerDrive (2023), research shows that sharing personal information and problems shows a desire to develop relationships, fostering trust, intimacy, and empathy. It deepens connections by allowing others to relate and empathize with our experiences. Sharing information creates a positive impression of ourselves, leading to greater understanding and acceptance. It also fosters a supportive and compassionate community, attracting individuals who seek genuine connections. By being open about our experiences and vulnerabilities, we create an environment where others feel comfortable sharing their own experiences, ultimately laying the foundation for meaningful connections and long-lasting relationships.

2.7. Theoretical Framework

This research is based on Vygotsky's Theory of Student Engagement. The student engagement theory emphasizes the role of environment in the learning of students: colleges should encourage student engagement by introducing effective pedagogical practices in the learning process. The academic outcomes and development of students is affected by student engagement.

The theory of student engagement employs simplistic understanding of environment as a set of external to students' conditions influenced on student behavior. We think that such definition of institutional

environment restricts our insight into internal mechanisms of student engagement. We cannot explain why there is differentiation in engagement of students, who study in one class and have same environment, by these theories. The fact that student engagement promotes reducing gap between students with different ability level is considered as a positive effect (Carini, Kuh, Klein (2006) as cited by Astin et al., (2014).

This study is also based on another theory: Human Relations Theory of Management of Elton Mayo and Mary Parker Follet. Gordon (2022), articulated that Human Relations Theory centers particularly on the people needs and resultant behaviors of people and groups. It takes an interpersonal approach to managing human beings. It presents the organization is made up of formal and casual components. The formal components of an organization are its structure. The casual perspectives of the organization incorporate the intuitive between individuals. In this way, the organization is a type of social system. This framework ought to be managed to create individual work satisfaction and the resultant inspiration of the individual. Eminently, much accentuation is set on how people associated inside groups and the result gather behavior and execution.

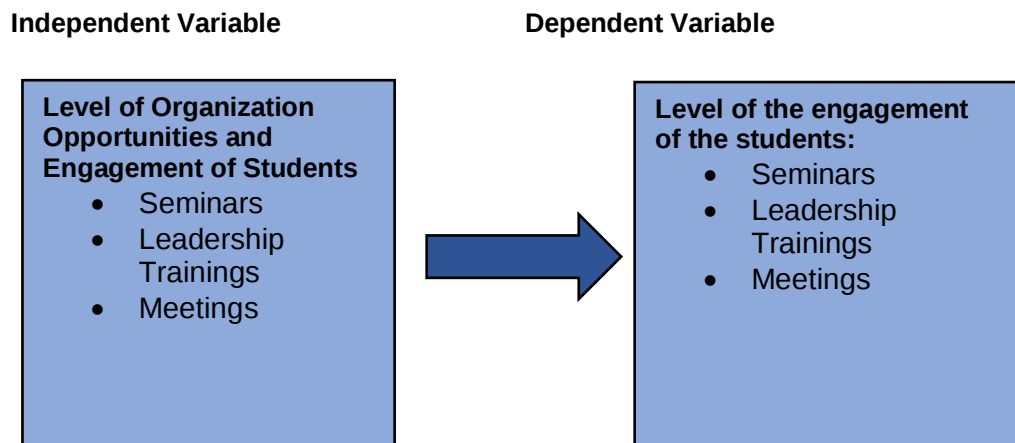
Another theory is the Cognitive Learning Theory of Jean Piaget. In the study of Jarre (2023), Cognitive learning theory is a method of clarifying how the brain takes in, stores, and recovers data whereas learning. This learning theory centers on problem-solving abilities through learner involvement when shaping arrangements to issues depends on learner behavior and how the learner's intellect decides that behavior. According to cognitive learning theory, the modern data input results in behavior. The central directing focus of this learning theory expect that the learner takes in, translates, stores, and then recovers unused data when vital. Comparable to a computer, the human intellect forms and responds to data. To get it behavior, the learner must to begin with get it the events inside the brain that cause behavior.

These theories are related to the study as it is examining the significant relationship of organization opportunities and engagement of COED students in fostering cognitive comprehensive skills.

2.8. Conceptual Framework

In order to identify the relationship of student organization and COED students' engagement in fostering cognitive comprehensive skills, the following variables will be considered.

Figure 1. Research paradigm of the study



The research paradigm of the study shows the mean level of the students' engagement to student organization to the level of cognitive comprehensive skills of selected College of Education students, at Laguna University.

2.9. Synthesis

Various studies that were relevant to the investigation were cited in this chapter. The researchers were able to achieve their system-related goals because of the useful information these investigations supplied. To ensure that the material they acquired was authentic and correct, the researchers took time to put each piece of data and information through a more thorough investigation.

Since the beginning of the pandemic, students' engagement in organizations has taken a steep decline in terms of motivation, priority and necessity as compared to their basic physiological needs according to Maslow.

This has been greatly amplified by the fact that resources like material, financial, and time has been very scarce.

According to McCanless (2020), among the challenges encountered by the students in engaging in student organizations included lack of communication, leader distrust, unclear goals, retention, product or service offering, growing pains, etc. that demotivates the students.

These challenges had been proved to greatly affect students in engaging in student organization and in light with the study being undertaken there is also high probability that these challenges affect students as well.

The Vygotsky's Theory of student engagement emphasizes the role of environment in the learning of students: colleges should encourage student engagement by introducing effective pedagogical practices in the learning process. The academic outcomes and development of students is affected by student engagement. Theories of student engagement employ simplistic understanding of environment as a set of external to students' conditions influenced on student behavior.

Quantitative research employs a systematic approach to collect, interpret and analyze any set of numerical data. It uses various kinds of mathematical and statistical techniques in order to establish a relationship between an event and the data used.

Overall, this synthesis highlights the complexity of engagement of the students, the influence of context and constraints, and the potential benefits of collaboration, and the importance of ethical judgment in specific domains such as law. Further research is needed to understand the conditions, processes, and factors that contribute to the study.

3. Methodology

This chapter reveals the methods of research to be employed by the researchers in conducting the study which includes the research design, research locale, population of the study or sampling design, research instruments, data gathering procedure and treatment of data.

3.1. Research Design

The quantitative method of research was employed in this study to gather the necessary data and information on "The Relationship of Organization Opportunities and Engagement of COED Students in Fostering Cognitive Comprehensive Skills" in Laguna University.

Quantitative Methodology is used in almost all the fields of humanity today, and the reason being facts and numbers being used. The dependency, variables, and estimation become easier and valid, weighing this research and methodology more than anything else.

Surveys and questionnaires serve as common examples of quantitative research. They involve collecting data from many respondents and analyzing the results to identify trends, patterns, and correlations.

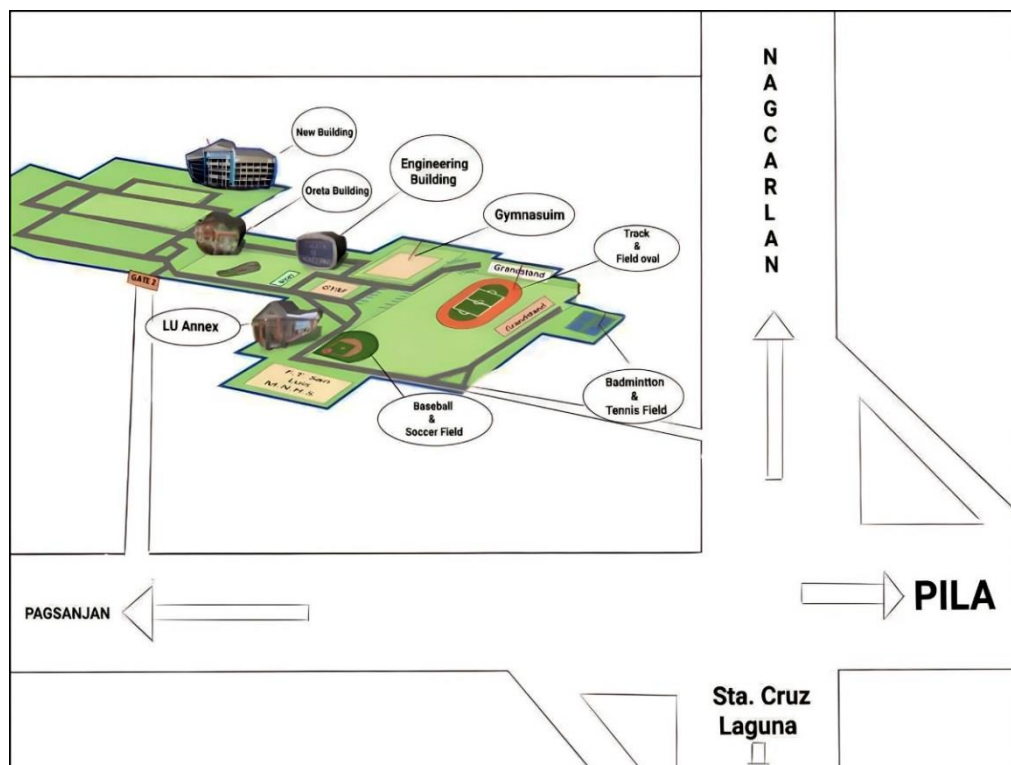
Quantitative research examples employ a systematic approach to collect, interpret and analyze any set of numerical data. It uses various kinds of mathematical and statistical techniques in order to establish a relationship between an event and the data used.

3.2. Research Locale

This research was conducted at Laguna University, a local institution in Santa Cruz, Laguna established on February 15, 2006 located at Laguna Sports Complex in Brgy. Bubukal, Santa Cruz, Laguna.

The researchers chose it as the research locale because it is accessible for the researchers to meet the respondents whenever needed. The researchers also chose Laguna University as the research locale because they want to contribute in the academic research growth of the institution.

Figure 2. Location of the Study Site



3.3. Population of the Study

Purposive or Convenience Sampling was used in this study. It is used to select a particular reason. Adler and Clark (2008) as cited by Ray (2012) stated that in purposive sampling, the researchers select sampling units based on his or her judgement of what units will facilitate an investigation. The goal of this sampling was to know the relationship between the opportunities offered by the Laguna University and students' engagement in fostering cognitive comprehensive skills in college students. The participants in this study were block officers of College of Education in Laguna University. The chosen respondents for this study was a total of 50 respondents under the said college department. Each respondent was part of student organization to make sure that the information given is much reliable.

3.4. Research Instruments

The researchers used self-made survey questionnaire. The questionnaires were distributed online with the use of google forms during asynchronous time of the selected students of Laguna University that are block officers of College of Education.

The rubric was as follow:

Legend:

Range	Verbal Interpretation
3.28 - 4.00	Very Likely
2.52 - 3.27	Likely
1.76 - 2.51	Unlikely
1.00 - 1.75	Very Unlikely

The questionnaire started with an introduction about this research followed by questions so that they have a background in this study and consists of thirty (30) questions.

3.5. Data Gathering Procedure

On this study, the first step that the researchers did was to formulate a request letter that is signed by their professor, and Dean of College of Education to conduct study inside the campus, and on the selected students under the College of Education. The researchers informed the respondents about the nature of the study, and secure the confidentiality of the information that they will share. Upon approval, the researchers distributed the questionnaires online via google forms using the messenger application on mobile phone during the asynchronous time to avoid disrupting class discussion. Students were given enough time to respond to the questions. After gathering the data, the researchers tabulated, analyzed, and computed the data required for statistical treatment.

3.6. Treatment of Data

Mean, standard deviation was used to determine the opportunities offered by the Laguna University to the students in terms of seminars, leadership trainings, and meetings. Also, the engagement level of the students in terms of seminars, leadership trainings, and meetings. Pearson r was used to determine the significant relationship between the opportunities offered by the Laguna University and students' engagement in fostering cognitive comprehensive skills.

4. Results and Discussion

This chapter presents the results, analysis, and interpretation of the data gathered from the people who were involved in this study.

The presentation of the major findings is based in accordance to the statement of the problem. The researchers used a questionnaire to determine the relationship between the opportunities offered by the Laguna University and students' engagement in fostering cognitive comprehensive skills were shown in the following tables below.

4.1. Level of Opportunities Offered by Laguna University to the Students in Terms of Seminar

The level of opportunities offered by Laguna University to the students in terms of seminars, leadership trainings, and meetings were described statistically using mean and standard deviation.

Table 1.1 shows the level of opportunities offered by Laguna University to the students in terms of in

terms of Seminar. The statement "Question and answer session provides valuable opportunities to engage with the speaker and deepen understanding about the topic" obtained the highest mean score of 3.62 (SD = 0.63). Lastly, statement "Address common problems or issues that students may face on a regular basis" obtained the lowest mean score of 3.50 (SD = 0.73).

The overall score of 3.56 indicate that the mean-level of engagement of the students to student organizations that provide the program in Laguna University in terms of seminar were verbally interpreted as **Very Likely**.

Table 1.1 presents the level of opportunities offered by Laguna University to the students in terms of Seminar.

Table 1.1 Level of Opportunities Offered by the Laguna University to the Students of in terms of Seminar

Statement	Mean	SD	Verbal Interpretation
1. Question and answer session provides valuable opportunities to engage with the speaker and deepen understanding about the topic.	3.62	0.63	Very Likely
2. Various topics provide students with a range of knowledge and perspectives.	3.54	0.67	Very Likely
3. Learn new teaching strategies, techniques, and approaches that can be applied in the classroom to engage students and promote effective learning.	3.54	0.78	Very Likely
4. Address common problems or issues that students may face on a regular basis.	3.50	0.73	Very Likely
5. Include interactive sessions and demonstrations to enhance the learning experience.	3.60	0.72	Very Likely
OVER ALL TOTAL	3.56		Very Likely

Legend: 3.28 - 4.00 Very Likely, 2.52 - 3.27 Likely, 1.76 - 2.51 Unlikely, 1.00 - 1.75 Very Unlikely

This result agrees to the study of Panigrahi (2023) and Ramya (2022) that guaranteeing an appropriate stream of information Seminars and Workshops help in enthusiastic interaction and dynamic support boosting the skills and ability of students. Also, attending seminars is an art form that offers students valuable insights from industry experts and professionals, fostering networking opportunities and critical thinking. Participating in club activities enhances learning experiences, allowing students to apply theoretical knowledge in real-world scenarios. Attending seminars also helps students gain independence and self-assurance, improve communication skills, and stay up-to-date on technological advancements. Overall, attending seminars enhances students' overall learning experience and contributes to their academic and career growth.

Table 1.2. Level of Opportunities Offered by Laguna University to the Students of in terms of Leadership Training

Statement	Mean	SD	Verbal
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			Interpretation
1. Initiates training of different leadership styles and encourages to explore their own unique approach to leading others.	3.60	0.69	Very Likely
2. Provides with the necessary tools and knowledge to navigate challenges, inspire others, and make informed decisions.	3.62	0.63	Very Likely
3. Broadens thinking abilities to help students think in innovative and creative ways, ultimately leading to more effective problem-solving and decision-making in a group.	3.62	0.72	Very Likely
4. Develop a strong sense of responsibility and the ability to inspire and motivate others towards achieving common goals.	3.64	0.69	Very Likely
5. By actively listening and empathizing with others, you can establish strong connections and build trust within your team.	3.61	0.63	Very Likely
OVER ALL TOTAL		3.62	Very Likely

Legend: 3.28 - 4.00 Very Likely, 2.52 - 3.27 Likely, 1.76 - 2.51 Unlikely, 1.00 - 1.75 Very Unlikely

Table 1.2 shows the level of opportunities offered by Laguna University to the students in terms of in terms of Leadership Trainings. The statement "Develop a strong sense of responsibility and the ability to inspire and motivate others towards achieving common goals." obtained the highest mean score of 3.64 (SD = 0.69). On the other hand, statement "Initiates training of different leadership styles and encourages to explore their own unique approach to leading others." obtained the lowest mean score of 3.60 (SD = 0.69).

The overall score of 3.62 indicate that the level of opportunities offered by the Laguna University to the students in terms of in terms of Leadership Training. were verbally interpreted as **Very Likely**.

This outcome supports the study of Maxwell (n.d.), Chandra (2021) and Dayes (2022) that effective leadership leads to increased student engagement, improved productivity, and a stronger organizational culture. Investing in leadership development programs can significantly impact an organization's success. Engaging in leadership opportunities enhances decision-making, problem-solving, communication, and collaboration, giving them a competitive edge in the job market. Campus leadership roles offer real-world resume-building opportunities, allowing students to develop organizational, communication, and collaborative skills. This fosters a culture of inclusivity, leading to higher productivity and employee satisfaction.

The college leadership programs strive to hone students' leadership skills, such as goal-setting, collaboration, critical thinking, and interpersonal relationships. These programs provide networking opportunities, coaching, mentoring, well-known speakers, job information, internships, and scholarships. Prior to enlisting in a program, it is essential to evaluate one's existing skill level and pinpoint areas for development. Teamwork, critical thinking, and communication are common leadership skills that are emphasized (The National Society of Leadership and Success, n.d.).

Table 1.3 Level of Opportunities Offered by Laguna University to the Students of in terms of Meeting

Statement	Mean	SD	Verbal Interpretation
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1. Gain valuable experience in public speaking and presentation skills by delivering presentations or reports during meetings.	3.52	0.67	Very Likely
2. Have an awareness about the problems and projects that need to be solved.	3.58	0.67	Very Likely
3. Contribute to the problem-solving process by sharing perspectives, ideas, and suggestions.	3.56	0.67	Very Likely
4. Meetings help the students stay updated on the latest information and developments in their studies.	3.65	0.71	Very Likely
5. Provide a platform for individuals to come together, share ideas, and collectively work towards common goals.	3.64	0.66	Very Likely
OVER ALL TOTAL	3.59		Very Likely

Legend: 3.28 - 4.00 Very Likely, 2.52 - 3.27 Likely, 1.76 - 2.51 Unlikely, 1.00 - 1.75 Very Unlikely

Table 1.3 shows the level of opportunities offered by Laguna University to the students in terms of Meetings. The statement "Meetings help the students stay updated on the latest information and developments in their studies." obtained the highest mean score of 3.65 (SD = 0.71). Meanwhile, statement "Gain valuable experience in public speaking and presentation skills by delivering presentations or reports during meetings." obtained the lowest mean score of 3.52 (SD = 0.67).

The overall score of 3.59 indicate that the level of opportunities offered by Laguna University to the students in terms of in terms of Meetings were verbally interpreted as **Very Likely**.

This result agrees to the study Wagner (2023) that meetings in schools are imperative to supply a forum for instructors, staff, and directors to trade thoughts, talk about and make critical choices to move the school forward. Compelling meetings can offer assistance to cultivate a sense of open collaboration and collaboration inside the school community, which are vital to progressing the generally learning encounter for students. Meetings certainly guarantee data stream, successful choices, responsibility and cooperation – be that as it may, as it were when arranged and executed carefully.

As indicated by the Writers (2023), college student governments can accommodate a larger student body and complex social and academic system, representing diverse interests and perspectives. They can develop specialized committees and programs to address students' needs in various academic disciplines. These governments have diverse roles, consisting of both elected and appointed members, and influence university policies, standards, and local, state, and national legislatures. They also serve as a platform for students to voice opinions and advocate for change, organizing events and initiatives promoting inclusivity, diversity, and social justice, fostering a vibrant campus environment that values and respects all individuals.

4.2. Level of Engagement of the Students

The level of engagement of the students in terms seminars, leadership trainings, and meetings are described statistically using mean and standard deviation.

Table 2.1 shows the level of engagement of the students in terms of seminar. The statement "I feel that the seminar provides sufficient time for in-depth discussions on the covered topics." obtained the highest mean score of 3.58 (SD = 0.70). Lastly, statement "I feel encouraged to express my thoughts and opinions in the seminar." obtained the lowest mean score of 3.34 (SD = 0.74).

The overall score of 3.47 indicate that the level of engagement of the students in terms of seminar were verbally interpreted as **Very Likely**.

Table 2.1. Level of Engagement of the Students in terms of Seminar

Statement	Mean	SD	Verbal Interpretation
1.I feel that the College of Education provides a lot of topics to discuss for a seminar.	3.52	0.70	Very Likely
2.I feel encouraged to express my thoughts and opinions in the seminar.	3.34	0.74	Very Likely
3.I feel that there is active engagement and interaction among participants during discussion on seminar.	3.42	0.72	Very Likely
4. I feel that the seminar encourages diverse perspectives and opinions during discussions.	3.50	0.70	Very Likely
5.I feel that the seminar provides sufficient time for in-depth discussions on the covered topics.	3.58	0.70	Very Likely
OVER ALL TOTAL	3.47		Very Likely

Legend: 3.28 - 4.00 Very Likely, 2.52 - 3.27 Likely, 1.76 - 2.51 Unlikely, 1.00 - 1.75 Very Unlikely

The outcome supported the study of Al'Adawi (2018) students perceive the benefits of incorporating seminars as a method of teaching and assessment in a college of applied sciences' children's literature course. The results revealed that seminars have a favorable impact on enhancing classroom learning and fostering students' sense of ownership over their education, provided that both teachers and students receive appropriate training.

Table 2.2. Level of Engagement of the Students in terms of Leadership Training

Statement	Mean	SD	Verbal Interpretation
1.I actively participate in leadership training that happen in the University.	3.16	0.70	Likely
1. I engage in group activities and discussions during leadership training.	3.12	0.71	Likely
3. I seek opportunities to enhance my leadership skills during training.	3.34	0.76	Very Likely

4.I apply the concepts and skills learned in leadership training to real-life situations.	3.40	0.80	Very Likely
5.I actively listen and engaged with the trainers or facilitator during leadership training.	3.44	0.70	Very Likely

OVER ALL TOTAL	3.29	Very Likely
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Legend: 3.28 - 4.00 Very Likely, 2.52 - 3.27 Likely, 1.76 - 2.51 Unlikely, 1.00 - 1.75 Very Unlikely

Table 2.2 shows the level of engagement of the students in terms of leadership training. The statement "I actively listen and engaged with the trainers or facilitator during leadership training." obtained the highest mean score of 3.44 (SD = 0.70). On the other hand, statement "I engage in group activities and discussions during leadership training." obtained the lowest mean score of 3.12 (SD = 0.71). The overall score of 3.29 indicate that the level of engagement of the students in terms of Leadership Training were verbally interpreted as **Very Likely**.

The result supports the study that the college leadership programs strive to hone students' leadership skills, such as goal-setting, collaboration, critical thinking, and interpersonal relationships. These programs provide networking opportunities, coaching, mentoring, well-known speakers, job information, internships, and scholarships. Teamwork, critical thinking, and communication are common leadership skills that are emphasized (The National Society of Leadership and Success, n.d.).

Table 2.3. Level of Engagement of the Students in terms of Meeting

Statement	Mean	SD	Verbal Interpretation
1. I ensure that student input and perspectives are considered and valued during meetings.	3.48	0.67	Very Likely
2. I feel appreciated, involved, and empowered during meetings, which enhanced my ability to make decisions.	3.44	0.80	Very Likely
3.I would like to improve my decision-making skills.	3.70	0.61	Very Likely
4.I feel that my ability to think critically and solve a problem are greatly enhanced.	3.26	0.77	Very Likely
5I bring unique perspectives and insights that enhance my decision-making process.	3.42	0.72	Very Likely
OVER ALL TOTAL	3.46	Very Likely	

Legend: 3.28 - 4.00 Very Likely, 2.52 - 3.27 Likely, 1.76 - 2.51 Unlikely, 1.00 - 1.75 Very Unlikely

Table 2.3 shows the level of engagement of the students in terms of Meetings. The statement "I would like to improve my decision-making skills." obtained the highest mean score of 3.70 (SD = 0.61).

Meanwhile, statement "I feel that my ability to think critically and solve a problem are greatly enhanced." obtained the lowest mean score of 3.26 (SD = 0.77).

The overall score of 3.46 indicate that the level of engagement of the students in terms of Meetings were verbally interpreted as **Very Likely**.

These results agree to the study of Midha (2022) that meetings are conceptualized as interconnected sense-making scenes to analyze prove from a five-month mini-ethnographic case consider of the gatherings of two elementary school principals in India. Discoveries appear that foremost gatherings are essential for giving center and coherence to the execution of regulatory obligations. Discoveries shed light on how components such as ambiguity-clarification and task-repetitions may be a doubled-edged sword that creates meetings effective but too contributes to disappointment and boredom. Principal meetings highlight that administration viability must be tied to the setting and physical nearness shapes meaning-making. Principal meetings are non-trivial sense-making hubs of authority framework empowering correspondence in thought but may moreover make a reality that prioritizes organization over guidelines advancement. Suggestions incorporate considering meetings less as devices in require of advancement and more as conceptual and explanatory marvels to ponder and subtlety educational leadership practice.

Test of Relationship between the opportunities offered by the Laguna University and students' engagement in fostering cognitive comprehensive skills

The data gathered by the researchers was statistically treated using Pearson correlation and computed electronically using *RealStatistics™* in Microsoft Excel to determine the relationship between the opportunities offered by the Laguna University and students' engagement in fostering cognitive comprehensive skills.

Table 3. Test of Relationship Between the Opportunities Offered by Laguna University and Students' Engagement in Fostering Cognitive Comprehensive Skills

Opportunities Offered	Students' Engagement	Computed R	Strength of Correlation	p value	Analysis
Seminar	Seminar	0.78	Moderately High Positive Relationship	< .001	Significant
	Leadership Training	0.58	Moderately Positive Relationship	< .001	Significant
	Meetings	0.68	Moderately High Positive Relationship	< .001	Significant
Leadership Training	Seminar	0.82	High Positive Relationship	< .001	Significant
	Leadership Training	0.60	Moderately High Positive Relationship	< .001	Significant
	Meetings	0.72	Moderately High Positive Relationship	< .001	Significant
Meetings	Seminar	0.77	Moderately High Positive Relationship	< .001	Significant

	Leadership Training	0.58	Moderately Positive Relationship	< .001	Significant
	Meetings	0.73	Moderately High Positive Relationship	< .001	Significant

Correlation Coefficient (r) Value**Indication**Between ± 0.8 to ± 1.0

High correlation

Between ± 0.6 to ± 0.79

Moderately high correlation

Between ± 0.4 to ± 0.59

Moderate correlation

Between ± 0.2 to ± 0.39

Low correlation

Between ± 0.1 to ± 0.19

Negligible correlation

A Pearson correlation coefficient was computed to assess the linear relationship between the opportunities offered by Laguna University and students' engagement in fostering cognitive comprehensive skills. The results showed that opportunities offered by Laguna University have a significant relationship to the students' engagement in fostering cognitive comprehensive skills. This denoted that there is significant linear relationship between these two variables. This is based on the computed r values obtained from the tests with moderate to strong relationship. Furthermore, the p-values obtained were greater than the significance alpha 0.05, hence there is a significance. Therefore, the null hypothesis is rejected and all findings are statistically significant.

The findings show that there is a significant relationship between the opportunities offered by Laguna University to the students in terms of seminar, leadership training, and meetings. Likewise, the engagement level of the students in terms of seminars, leadership trainings, and meetings. On the other hand, all findings are statistically significant.

5. Summary, Conclusion and Recommendations

This chapter presents the summary, findings, conclusion, and recommendations based on the result of the study.

5.1. Summary of Findings

This study aimed to know the relationship between the opportunities offered by Laguna University and students' engagement in fostering cognitive comprehensive skills.

Specifically, it will aim to answer the following questions: 1. What are the opportunities offered by Laguna University to the students in terms of: Seminars, Leadership Trainings, and Meetings? 2. What is the engagement level of the students in terms of: Seminars, Leadership Trainings, and Meetings? What is the mean level of cognitive comprehensive skills of selected students? 3. Is there a significant relationship between the opportunities offered by Laguna University and students' engagement in fostering cognitive comprehensive skills?

A descriptive research method was used, and data gathering was done using a survey. The questionnaire served as the data collection instrument. A total of fifty (50) are the respondents of the study, they are selected from second-third year student under College of Education officers from each block at Laguna University.

Based on the data gathering, findings revealed the following results:

1. The level of opportunities offered by Laguna University to the students in terms of in terms of Seminar is very likely.

2. The level of opportunities offered by Laguna University to the students in terms of Leadership Training is very likely.

3. The level of opportunities offered by Laguna University to the students in terms of Meetings is very likely.

4. The level of engagement of the students in terms of Seminar is very likely.

5. The level of engagement of the students in terms of Leadership Training is very likely.

6. The level of engagement of the students in terms of Meetings is very likely.

7. The findings in the relationship between the opportunities offered by Laguna University and students' engagement in fostering cognitive comprehensive skills, show that there is a significant relationship between the opportunities offered by Laguna University in terms of seminars, leadership trainings, and meetings. likewise, the engagement level of the students in terms of seminars, leadership trainings, and meetings. On the other hand, all findings are statistically significant.

5.2. Conclusions

Based on the findings of this study, the researchers conclude that:

1. Laguna University offers high level of opportunities to its students in terms of seminars. This indicates that the university actively promotes learning outside the learning environment by conducting seminars and exposing students to a diverse range of topics and keynote speakers.
2. The university also offers a high level of opportunities for leadership training. This suggests that Laguna University recognizes the importance of developing leadership skills among its students and provides them with various training programs and resources to enhance their leadership potential.
3. Similarly, the university offers a high level of opportunities for student meetings. This indicates that Laguna University values student engagement and provides platforms for students to come together, discuss ideas, and contribute to the college community.
4. The research findings also show a high level of engagement among students in terms of seminars. This suggests that students actively participate in seminar activities, attend sessions, and show interest in expanding their knowledge and understanding of various subjects.
5. Students also demonstrate a high level of engagement in leadership training opportunities. This indicates that they actively participate in leadership development programs, workshops, and activities offered by the university.
6. Furthermore, the research findings indicate a high level of engagement among students in terms of meetings. This suggests that students are actively involved in attending and participating in various meetings, which may include student organization meetings, departmental meetings, or other campus-related gatherings.
7. The research also establishes a significant relationship between the opportunities offered by Laguna University and students' engagement in fostering cognitive comprehensive skills. This suggests that the more opportunities provided by the university in terms of seminars, leadership training, and meetings, the higher the level of student engagement in developing their cognitive comprehensive skills.

Overall, these conclusions highlight the positive efforts of Laguna University in providing ample opportunities for students to enhance their knowledge, skills, engagement and cognitive comprehensive skills within the college community.

5.3. Recommendations

Below are the recommendations drawn from the basis of the findings and conclusion of the study:

1. Students should join organizations to develop their cognitive comprehensive skills. Every organization offers seminars where students may learn new information. The seminars and other leadership training opportunities offered by organizations will help students become adequately prepared at all times if

they utilize the information to solve their own difficulties. It will also help them connect with their peers and get a sense of what careers they might pursue in the future.

2. Teachers should have a further understanding on how to better implement and develop a program that is in line with the skills of their students. Activities such seminars and leadership trainings will serve as guide for them to address the needs of their students on how they will foster their cognitive comprehensive skills.

3. Researchers should leverage the insights gained from this study to further explore the impact of development programs in educational settings, fostering a deeper understanding of their holistic benefits for students' academic and personal growth.

4. School administrators should introduce seminars tailored to students who have lost confidence in finding solutions. These seminars should focus on building resilience, problem-solving skills, and effective communication. By offering guidance on decision-making and skill management, administrators can empower students to regain confidence and find effective solutions. Incorporating practical workshops or real-life case studies can further enhance students' ability to apply their skills in real-world situations.

5. Future researchers should do an in-depth study related to student engagement and organization to prove that there is accurately a relationship between the two in fostering cognitive comprehensive skills and it will help a lot so that every student can develop their abilities.

6. Parents of College of Education students should monitor their children to see if there's improvement in their participation in the school organization.

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