

Technology Integration Development Plan for Youth Formation Programs

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ABSTRACT

This study assessed the extent of implementation of youth formation programs of the identified elementary and secondary schools in Asturias District 2, Cebu Province Division, during the School Year 2023 -2024. This study's 2171 (2021 students and 150 teachers) respondents were distributed from the identified secondary and elementary schools in Asturias District 2. The findings of this study were utilized as a basis for a development plan. Descriptive correlation, survey technique, and purposive sampling were used in this study. The gathered data were treated using the percentage formula, weighted mean, and Pearson correlation coefficient. Results revealed that most teachers were in the age range of 21 -30, females, had 1-5 years of teaching, had seven years and above number of years as moderators, and had MA units. Most of the teacher respondents perceived the technology-assisted activities as motivating students to get more involved in learning activities, with a 3.61 mean rating. Most of the student respondents were in the age range of 16 years and above, male, had a year level of grade 10, had less than a year as a club member, and most respondents had television as multimedia available at home. Respondents agreed to the attitude scale towards technology use, with a 3.01 rating, which means they agreed. The school had 5 -6 organizations and 5-8 activities, and most schools had limited resources of computers and tablets. The extent of technology integration in implementing youth formation programs was found to be very satisfactory, with a mean rating. The study pointed out a significant relationship between the profile of the teachers as to the number of years in teaching and the perception of technology-assisted activities with a p-value of -0.005 at <0.01. Therefore, technology integration in the implementation of youth formation programs is compelling. Thus, the researcher proposed a sustainable technology integration development plan to enhance the technology integration of the youth formation programs.

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KEYWORDS: *Descriptive-Correlation, Development Plan for Youth Formation Programs, Extent of Implementation, Technology Integration, Extent of Implementation, Asturias District II*

1. INTRODUCTION

PROBLEM AND ITS RESEARCH DESIGN

Rationale of the Study

The whole essence of education since the beginning of recorded time is to develop people to their full potential and make them into self-actualized individual- thinking and purposive individuals. Education enables people to harness their full potential and use it to bring continuous development to the society they live in, instilling in the minds of the people values and principles vital in making a harmonious relationship that is part and parcel of a productive community. Education is believed to be the sustaining power of the world in establishing a

continuous traditional chain of learning for its people from generation to generation. It enables a coherent infinity in handing down golden wisdom formulated by men and aged through times. Though it is genuinely abstract, it conceives and stores all potential to be deemed the most powerful weapon to promote general literacy and eliminate, on the other hand, the human crossroads of poverty and ignorance.

Education also plays a vital role in transmitting social norms, cultures, and traditions to the next generations.

Wentzel (2015) viewed socialization in the school context as supporting and facilitating opportunities for children to develop their skills and competencies in school-based aspects. Furthermore, schools are considered a complex system with varied advantages, social interactions, and interpersonal relations in the educational process. The purpose of socialization is to orient individuals to the norms of a particular social group or society, and it prepares people for social life by teaching them a group's shared understanding and expectations. At present, interaction between and among peers, relatives, and other social groups is becoming more accessible with the help of technology. Socialization has become effective and efficient with the advent of social media, which has different platforms for communication and offers convenient ways to interact and converse with other people worldwide. With its rapid evolution, technology is being integrated into the delivery of instruction to meet the varied needs of students in the new millennium. Technology also paves the way for new inventions and innovations that significantly affect people psychologically, emotionally, physically, and economically. Using technology in the classroom is no longer a matter of choice, but it is a necessity. It also changes our way of teaching and learning where the traditional approach to learning is considered obsolete and ineffective; thereby, it is being discouraged while in order to be worthwhile and lasting, modern educators and scholars embraced the maximum assistance of technology in order to achieve full participation and interest of the students.

A study from Gaithersburg discovered that technology empowers students to take ownership of their learning, expanding opportunities for self-directed and personalized learning experiences (Ascione, 2023). Moreover, a study from Turkey stated that some students need technological infrastructure (computers, tablets). Some cannot even access the internet (Yilmaz, 2021). Sometimes, faculty members cannot adequately include technology in their courses. These situations led to a different perspective on the event. According to a new report from Cambridge International (2017) online survey on the use of technology in the classroom with nearly 20,000 educators and students ages ranging from 12 years old to 19 years old, respondents from over 100 countries show that the use of technology in school settings continues to grow. The survey found that 33 percent use interactive whiteboards, 20 percent use tablets, 42 percent use smartphones, and 48 percent of students reported using desktop computers in the classroom. With the presence of these technologies in school, better communication and socialization are ensured.

Yonghwan, et al. (2016) also examined the effects of how college students use digital media, social media, and even smartphones in their communication activities and other engagements; the study revealed that students' needs to belong were positively related to the use of their different social media platforms and with which it supports their engagements in social activities.

As one of the agents of socialization, the school also offers various ways and means to instill in the students the importance and advantages of engaging in different social clubs and organizations inside the school. The research by O'Donnell, et al. (2022) suggests that participation in clubs and organizations can protect students from engaging in antisocial acts. It also helps the students improve academic performance, develop self-esteem and well-being, and provide context for students to explore and discover their identity.

Meanwhile, technology integration is becoming a catchphrase at higher education institutions in the Philippines (Cadiz et al., 2024). Changes in government decisions and policies, corporate operations and models, educational reforms and transformations, and people's lifestyles have all been made possible by digitization and technology breakthroughs (Jardinez & Natividad, 2024). The need for its inclusion in many sectors has become so urgent that it is spreading widely (Staddon, 2023). Technological advancement can significantly accelerate social and economic development. Youth formation programs in Philippine educational settings advocate the development of students' social, economic, psychological, and emotional aspects and academic performance. At present, there are varied academic and non-academic clubs and organizations such as Science club, English club, Glee club, Math club, Dance Troup, Student Council, Boy Scout and Girl Scout, and other interest clubs that offer curricular and extracurricular activities that provide authentic and meaningful opportunities to students to learn. As the students and teachers can interact in these different youth formation programs and activities, it supplements the learning acquired inside the four corners of the classroom.

Moreover, Asturias District II strives to integrate technology comprehensively into all youth formations in both elementary and secondary schools. By doing so, the district aims to equip students with the digital skills and competencies required in the modern world. This initiative includes incorporating digital tools and resources into the curriculum, providing access to computers and internet facilities, and effectively training teachers to use technology in their

instruction. The goal is to enhance learning experiences and foster critical thinking, creativity, and problem-solving abilities among students. By prioritizing technological integration, Asturias District II seeks to prepare its Youth for the challenges and opportunities of the future, ensuring they are well-versed in the digital literacy essential for personal and professional success. Few studies explicitly examine that proved the benefits and affectivity of integrating technology and media into the delivery of instructions, implementation of both academic and non-academic school-based activities, the level of implementation of these youth formation programs, and the degree to which technology integration to teaching, and learning can vary across schools. Teachers were expected to display mastery in integrating technology into teaching, addressing the different learning styles of the students, while students were expected to be motivated to learn.

Thus, this study investigates the extent of technology integration in implementing youth formation programs of the identified elementary and secondary schools in Asturias District II. However, if a correlation is found, this study can serve as a foundation for developing a sustainable technology integration development plan that effectively guides students and teachers in incorporating technology into various youth formations. The study provides valuable insights that can inform strategic planning and implementation by identifying the specific relationships and impacts of technology use on educational outcomes. This plan would aim to create a structured and cohesive approach to technology integration, ensuring that it is aligned with educational goals and enhances the learning environment.

However, the efficacy of technology integration in instructions, intervention programs such as reviews, drills, peer tutoring, and remedial classes to supplement students' learning, and in promoting youth formation programs depends on the level of teacher's skills in integrating technology; functionality of school clubs; student's adaptability to available technology and the physical settings. Suppose the aspects above cannot be achieved. In that case, these will serve as contributing factors that hinder the advancement of students and teachers, failure to maximize the potential of technology to upgrade and increase the instruction outcomes, and failure to realize the mission of education, which is to provide the students with 21st-century skills in order for them to adapt with changes and demand by the society.

With the implementation of the K to 12 curricula, the goal of education is to provide holistic and quality skills to students in order for them to master the competencies that enable them to compete globally, given the rapid changes brought by the emergence and the success of 21st-century globalization. It is also important to note that these youth formation programs, such as the Supreme Student Government, "barkada kontra droga," national greening program, and Youth for the Environment in School organization program, have long been implemented in all public schools in the country

Theoretical Background

The research centers on various theories and legal bases that emphasize the correlation between the extent of technology integration in the implementation of youth formation programs of Asturias District II. The tenets of different theories specifically, Social Learning Theory, Multiple Intelligence, and Constructivist Theory, Republic Act No. 10533 and No. 9155, and a DepEd Order 49, S. 2011 support the study. These assist the researchers in developing solid evidence that proves the correlation between the extent of technology integration in implementing youth formation programs as the basis for the proposed sustainable technology integration development plan.

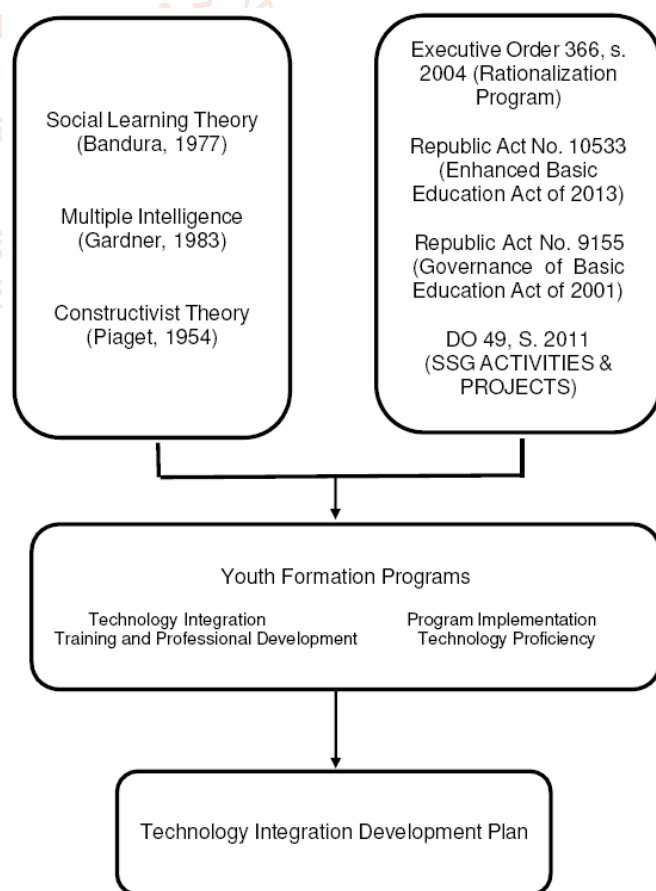


Figure 1 Theoretical Framework of the Study

According to Albert Bandura (1977, as cited by Cherry, 2022), a Canadian- American psychologist, in

his Social Learning Theory, which has four steps: attention, retention, reproduction, and motivation, considers how cognitive and environmental factors influence and affect how human beings behave and learn. Bandura also emphasized the advantages and importance of observing, modeling, and imitating the behaviors, attitudes, and emotional reactions of others. Applying Bandura's theory in education and instruction shows that students can reach their full potential. Students do not only follow the things they observe around their surroundings, may it be from their peers, but also the things they observe from the teacher. According to Bandura (1977, as cited by Cherry, 2022), people observe behavior either directly through social interactions with others or indirectly by observing behaviors through media. Actions that are rewarded are more likely to be imitated, while those that are punished are avoided.

More so, the Multiple Intelligence theory by Howard Gardner, an American psychologist, was also applied to the learners of today's generation, for it viewed that the students have different strong points that, when used by the teachers to cater to the needs of the students, the results would be great. Currently, there are nine bits of intelligence such as logic-mathematical intelligence, spatial intelligence, linguistic intelligence, musical intelligence, interpersonal intelligence, intrapersonal intelligence, naturalistic intelligence, existentialist intelligence, and bodily-kinesthetic intelligence. The application of this theory to education, especially in the delivery of instruction and the conduct of individual and group activities, has positively promoted the increased performance of the students, both in curricular and extracurricular areas. Gardner developed a series of eight inclusion criteria while evaluating each "candidate" intelligence based on various scientific disciplines (Marens, 2024).

Furthermore, the study is also connected with the theory of Jean Piaget, the Constructivist Theory. Jean Piaget (1896–1980) was a child development psychologist who specialized in the function of social interactions in children's development. Jean Piaget saw self-development as a negotiation between the world as it exists in one's imagination and the world experienced socially (Piaget, 1954). These three thinkers have significantly contributed to our current understanding of personal growth. Constructivism is a learning theory that emphasizes the active role of learners in building their understanding (McLeod, 2024). Rather than passively receiving information, learners reflect on their experiences, create mental representations, and incorporate new knowledge into their schema. This promotes deeper learning and

understanding. Constructivism's central idea is that human learning is constructed and that learners build new knowledge upon the foundation of previous learning. Asturias District II has been actively and comprehensively implementing the educational philosophy of constructivism across its schools, transforming the learning experience for students in profound ways.

Moreover, Executive Order No. 366, s. 2004 (Directing a Strategic Review of the Operations and Organizations of the Executive Branch and Providing Options and Incentives for Government Employees who may be Affected by the Rationalization of the Functions and Agencies of the Executive Branch) requires improving the quality and efficiency of government services delivery by eliminating/minimizing overlaps and duplication, and improving agency performance through the rationalization of service delivery and support system, and organization structure and staffing. This paved the way for the emergence of the Youth Formation Division to provide responsive, learner-centered, youth-oriented policies, standards, guidelines, programs, and projects to youth-serving units and organizations in order to contribute to the holistic development of learners who are values-driven, career-oriented, culturally rooted, and socially responsible citizens. The YFD also envisioned empowering Filipino children and Youth who are responsible, hardworking, enterprising, persevering, value-driven, and culturally – rooted, equipped with world-class skills and imbued with values such as *maka-Diyos, maka-Tao, makaBansa, at maka-Kalikasan*.

In to the assumptions above on child learning and development and how their behaviors were shaped by their environment, Republic Act No. 9155, also known as the Governance of Basic Education Act of 2001, declares the policy of the state to protect and advocate the rights of the people to quality education, free and compulsory education in the elementary and accessible in the high school level in order to provide accessible education to all regardless of age and economic status with the skills, knowledge and values needed to become productive individuals. The act also provides the overarching framework for principal empowerment through the strengthening of principal and leadership goals and local school-based management in the context of transparency and accountability.

Furthermore, Republic Act No. 10533, also known as the Enhanced Basic Education Act of 2013, strengthens the implementation of the curriculum and increases the number of years in primary education.

The act also makes education learner-oriented and responsive to the needs, cognitive and cultural capacity, circumstances, and diversity of learners, schools, and communities through the appropriate teaching and learning languages, including the mother tongue, as a learning resource.

The Department of Education issued a DepEd Order No. 49 s in this connection. 2011 which laid down all the mandated programs, projects, and activities of the Supreme Students and to wit; 1.) organize the participation of students and volunteers in the annual Brigada Eskwela; 2.) lead/participate in the National Greening Program (NGP) and other environment-related activities; 3.) conduct activities and awareness campaigns to encourage parents to enlist their five-year old children for kindergarten; 4.) conduct book and toy drive and other school supplies for donation to schools with kindergarten; 5.) conduct activities to prevent students from dropping-out of schools; 6.) conduct English Speaking Campaigns, and Reading and Tutorial Services; 7.) conduct activities to support Anti-Drug Abuse Education and Campaign; 8.) assist in ensuring that the school is a smoke/tobacco free place; 9.) lead students in organizing activities which start during the Teachers' Month Campaign every September and which culminate during the World Teachers' Day celebration on October 5; and 10.) encourage and support the participation of students in recognized co-curricular clubs/organizations and activities.

In conclusion, social learning theory describes how learning happens through modeling, imitation, and observation and is impacted by various elements, including motivation, attention, attitudes, and emotions. The relationship between cognitive and environmental factors that influence learning is taken into consideration by the theory. In his book "Frames of Mind," published in 1983, Howard Gardner proposed the hypothesis of many intelligences. In it, he defined intelligence more broadly and listed various categories of intellectual abilities (Gardner, 1983, as referenced by Marenus, 2024). Constructivism is an educational philosophy that maintains that individuals actively create knowledge and that the learner's experiences shape reality (Piaget, 1954, as quoted by Mcleod, 2024): section 366, Executive Order No. In order to give youth-serving units adaptable, learner-centered, youth-oriented policies, standards, guidelines, programs, and initiatives, the Youth Formation Division was established in 2004. The Governance of Basic Education Act of 2001, also known as Republic Act No. 9155, establishes the state's policy to defend and promote citizens' rights to high-quality education, including free and compulsory elementary and

secondary education. The Enhanced Basic Education Act of 2013, also known as Republic Act No. 10533, lengthens the basic education program and improves curriculum implementation. The Department of Education issued DepEd Order No. 49 s. 2011, which outlined all of the Supreme Students' required projects, programs, and activities, and to wit. The projects encompass academic support programs, such as peer tutoring and study groups, which are designed to enhance students' learning experiences and academic performance.

Statement of the Problem

This research assessed the extent of technology integration in implementing youth formation programs of the identified elementary and secondary schools in Asturias District II, Cebu Province Division, during the School Year 2023-2024.

Specifically, it sought to answer the following questions:

1. What is the related information as regards to:
 - 1.1. teacher's profile:
 - 1.1.1. age and gender,
 - 1.1.2. number of years in teaching,
 - 1.1.3. number of years as club/organization moderator,
 - 1.1.4. highest educational attainment,
 - 1.1.5. perception on technology assisted activities, and
 - 1.1.6. total number of trainings/seminars attended related to youth formation programs?
 - 1.2. student's profile:
 - 1.2.1. age and gender
 - 1.2.2. year level,
 - 1.2.3. number of years as club/organization member
 - 1.2.4. multi-media available at home,
 - 1.2.5. attitude scale towards technology use, and
 - 1.2.6. level of interaction on technology assisted activities?
 - 1.3. school's profile:
 - 1.3.1. number of clubs/organizations,
 - 1.3.2. number of clubs/organizations' activities, and
 - 1.3.3. technology resources?
 - 1.3.3.1. handheld devices,
 - 1.3.3.2. computers; Tablets,
 - 1.3.3.3. LED/Smart TV's; Projectors, and
 - 1.3.3.4. audio devices?
2. As perceived by the students, what is the extent of technology integration in the implementation of the following youth formation programs:
 - 2.1. supreme student government,
 - 2.2. barkada kontra droga,
 - 2.3. national greening program,
 - 2.4. youth for environment in school's organization program

3. Is there a significant relationship between the identified related information of the teacher and extent of technology integration in the implementation of youth formation programs?
4. What are the barriers and challenges in the technology integration in the implementation of youth formation programs?
5. Based on findings, what sustainable technology integration development plan can be implemented?

Significance of the Study

This research entitled "**Technology Integration Development Plan for Youth Formation Programs**" was outlined based on the needs of the respondent groups, composed of teachers and students from the different identified elementary and secondary schools under the Asturias District 2. This research contained the status of functionality of the youth formation programs such as Supreme Student Government, Barkada Kontra Droga, the national greening program, Youth for Environment in School's organization program, and the implementation of technology integration to identify the needed development plan in order to maximize the potentials of these youth formation programs and technology integration in the betterment of the delivery of instruction, instruction outcomes and school's intervention programs.

Department of Education. The findings of this research may help the department and the government analyze, evaluate, and monitor the current concerns, issues, gaps, and problems in implementing youth formation programs in order to plan and implement more programs and projects on youth formation that can develop the instruction outcomes of the students and teachers while strengthening the socialization inside the school.

Administrators. This may help the administrators supplement the implementation of programs and activities in the school that promote the realization of the Department of Education's Mission and Vision while producing graduates who can compete globally.

Teachers. This may give teachers a new and innovative platform to expand the environment of the students' learning. Allowing them to explore new things with people with the same interests will allow them to collaborate and enjoy learning, thus ensuring meaningful learning that can promote instruction outcomes. Teaching and learning can be supplemented, and teachers will have an interactive way to do it.

Students. This may help them improve their academic and non-academic performance. In doing

so, students will be exposed to an atmosphere where they can learn new things in collaboration and partnership with their peers with the same interest and focus, thus improving their interpersonal and technology skills. This will also give them a positive outlook on learning and the idea that learning while having fun is possible.

Parents. This research may serve as an eye-opener for parents to encourage their children to be active and participate in any recreational activities that would develop their potential while redirecting their attention to something worthwhile to avoid being delinquent.

Community. The results of this research study may help community leaders realize that providing assistance to youth formation programs and activities is tantamount to guiding the students and Youth toward a secure and successful future. It can also promote positive youth development and help prepare young people for the workforce, which can benefit the local economy.

Future Researcher. The findings of this research study may be of use as a starting point for other researchers to further study and identify the importance of school clubbing for students and its efficacy in the delivery of instructions and the betterment of instruction outcomes.

Researcher. The researcher considers this research as a quantum leap in his personal growth and professional development that made him an inspiration to other educators to strive for consistent growth toward excellence and be an agent of transformation in the field of education that can bring positivity and success to the realization of the Department of Education's mission and vision.

RESEARCH METHODOLOGY

Research Design

In this study, a descriptive approach was employed. This method allows for flexibility. Thus, when important new issues and questions arise during the study's duration, further investigation may be conducted.

A survey is also used in this study's data gathering because it is a structured way of learning about a larger group of people. Some of the advantages of a survey are that it describes the characteristics of a large population, and no other method of observation can provide this general capability.

This quantitative research technique involves conducting individual surveys with 2171 respondents to explore their perspectives on particular resources, demographic profiles, and program perspectives. Hence, it was administered to determine the teacher's

and learner's perceptions of the effectiveness of technology integration in the youth formation program.

The researcher distributed the questionnaires to 150 teachers and 2021 students for evaluation. Gathered data was treated using the simple percentage, weighted mean, and correlation in learners' and teachers' profiles. The data collected was an indispensable tool in making the technology integration development plan to revitalize the functionality of youth formation programs as one of the school interventions programs to aid the instruction outcomes, and that could be useful in mastering competencies under the K 12 curriculum and its respective Subjects.

Research Flow

The synthesis of the whole study reflected in the research flow, as illustrated in Figure 2. The study

involved a cross-sectional survey among district-level administrators in Asturias District II. The primary source of data, as shown in the chart, was the data from the respondents, including the demographic profile of the teachers. The demographic profile was also included for the students; the number of years as a club/organization member, the availability of multimedia at home, the attitude scale of students towards technology use, and the level of participation were also determined. The number of clubs, clubs' activities, and technology resources were also part of the data gathering for the school. As input, the extent, barriers, and challenges in implementing youth formation programs were part of this study. The study conducted a survey using questionnaires and test papers to gather the data needed. The collected data was analyzed and interpreted. These were the basis of the researcher in formulating a technology integration development plan.

INPUT PROCESS OUTPUT

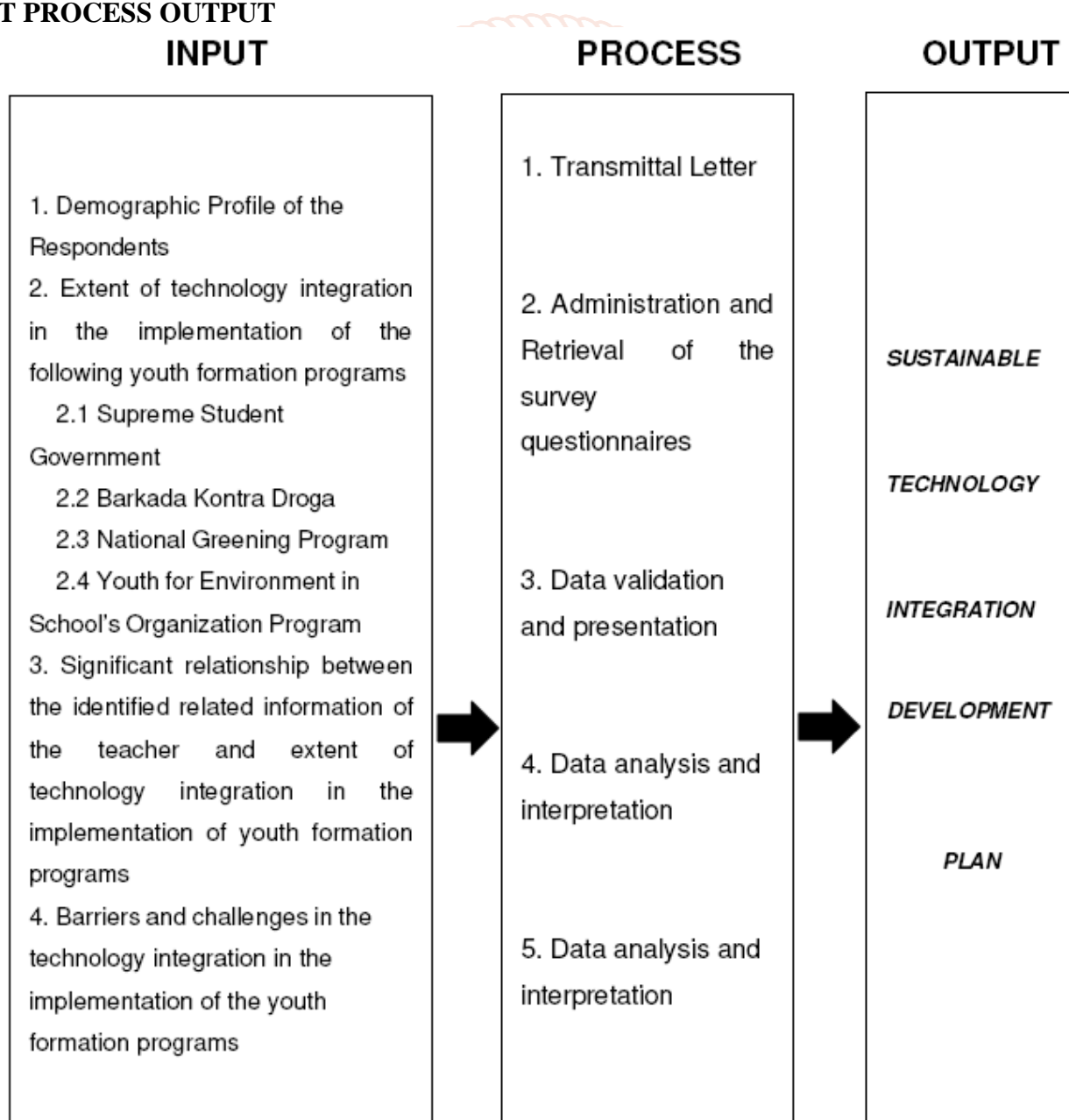


Figure 2 Flow of the Study

Environment

The study was conducted at identified elementary and secondary schools, namely, Sta. Lucia NHS, Sta. Rita NHS, Sta. Lucia Central ES, San Roque ES, and Tubigagmanok Es, in Asturias District 2, Asturias, Cebu, for the school year 2023-2024. Asturias District 2 consists of 19 schools and one (1) supervisor whose administrative office can be found in Sta. Lucia, Asturias, Cebu.

Asturias is a third municipal income class municipality in the northwestern part of Cebu Province, approximately 71 kilometers from Cebu City. It consists of 27 barangays with a total land area of 73.53 sq mi. "Naghalin" is Asturias' ancient name from Cebuano's Indigenous word "lalin," which means "settlers from distant places." Farming and fishing are the prevalent livelihoods of Asturias inhabitants. The Youth and adolescents participated in outdoor activities and the different youth-initiated activities. Every barangay has a well-organized youth organization that implements interactive activities by integrating technology resources.

Furthermore, Asturias is bordered by Tuburan in the north, Balamban to the south, Danao to the east, and Tañon Strait to the west. Barangay Sta. Lucia, where the district office is situated, is a barangay in the Municipality of Asturias. It is 8.5 kilometers from the town proper, with a growing population of 3984, as determined by the 2015 Census. Figure 3 shows the Map of Cebu, where the town of Asturias can be found. These schools were identified according to their number of teachers and students to have rich data.

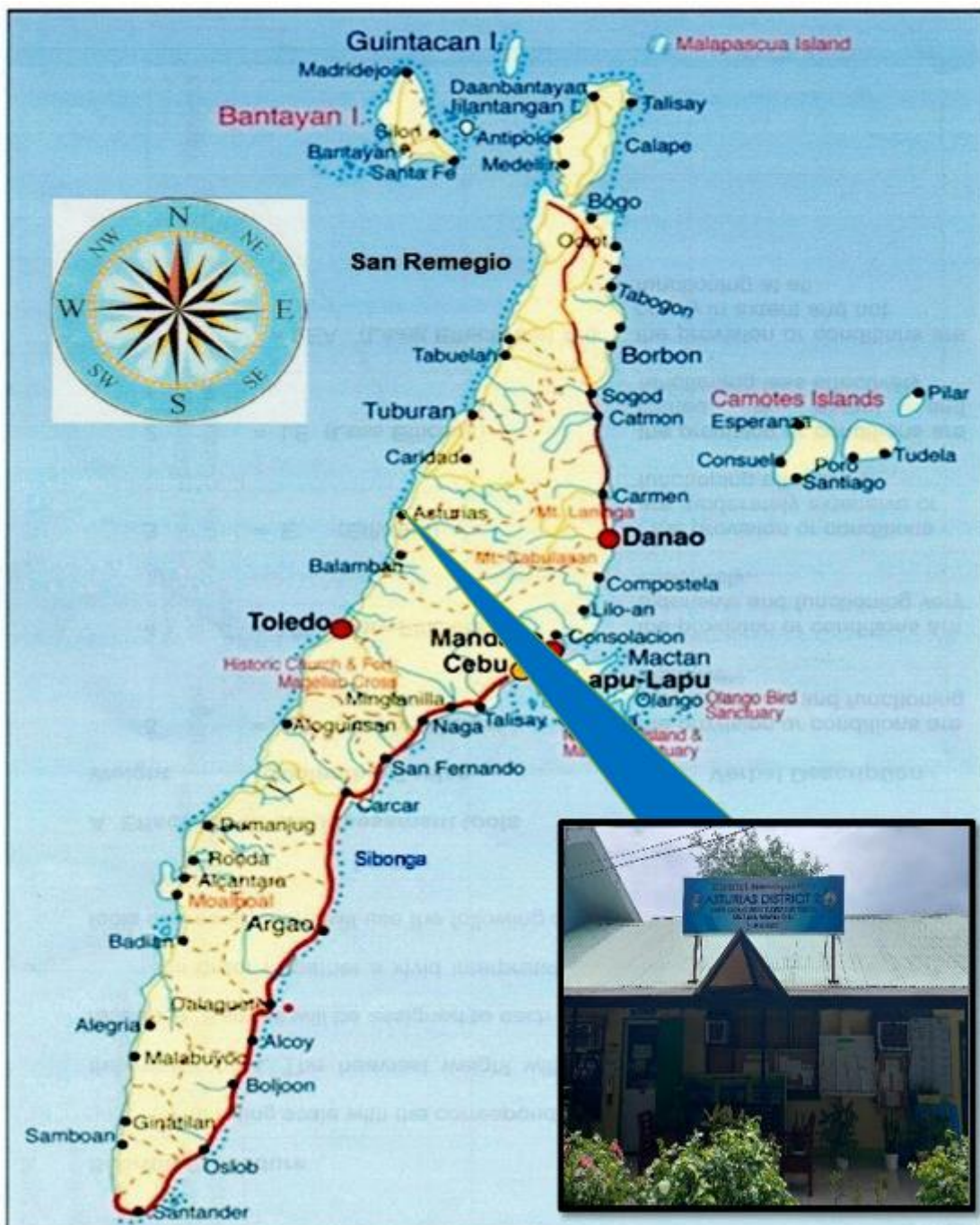


Figure 3 Map of the Research Environment

Respondents

The respondents of this study were determined through purposive sampling methods. Specifically, it comprises 983 Junior High School Students (Grade 6 to grade 10 level) and 492 Senior High Students (Grade 11 to Grade 12 level) from the identified secondary schools in Asturias District 2 during School Year 2023-2024; 546 learners from identified elementary schools and 150 teachers both from elementary and secondary schools in Asturias District who were selected as respondents of the study "**Technology Integration Development Plan for Youth Formation Programs**"

Table 1 Distribution of Respondents

Respondent-Groups	Total no. of Respondents	%
Teacher	150	6.91
Student	2021	93.09
Total	2171	100

Instruments

The instruments used in this study were the questionnaires- one for the Junior and Senior High School Students and one questionnaire for the teachers, which differ in content. The researcher adopted and modified it from a standardized questionnaire from Martinez (2012). For the learners, it measured the demographic profiles, their number of years as a club member, the available multimedia at home, the scale of their attitude towards technology use, and the student's level of participation in technology-assisted club activities, while the questionnaire for the teachers, it includes their demographic Profile, number of years in teaching and as club moderator & Educational Attainment of Teachers, the level of participation to technology-assisted club activities and the number of training/seminars related to youth formation program attended by the teachers. The questionnaire of this study also includes the extent of technology integration in the implementation of youth formation programs, the significant relationship between the identified related information of the teachers and technology integration, and the barriers and challenges of technology integration in implementing youth formation programs.

Gathering of Data

The following are the steps in data gathering:

Preliminary Preparation. A letter of approval from the four principals of the schools where the study was conducted, and the Division Superintendent's letter of approval was secured.

Distribution of Questionnaire. Upon endorsement, the questionnaires were personally delivered to the learners, and for teachers, they were accessible through a link. Before filling out the survey questionnaire, the purpose of the study was explained. After the respondents answered the survey questionnaires, the researcher collected them.

Treatment of data

The data collected from the survey questionnaires and test papers were checked, listed, tabled, and subjected to the succeeding statistical treatments.

Correlation. This is the statistical tool used to determine if there is a significant relationship between the identified related information of the teacher and extent of technology integration in the implementation of youth formation programs

Simple Percentage. This was used to profile the respondents regarding the age and gender of teachers and students, number of years in teaching and as club administrators, highest educational attainment, perception on technology assisted activities and number of trainings/seminars attended of the teachers. This was also used to determine the year level of the student, number of years as club member, multimedia available at home, technology available at school, attitude and level of interaction on technology.

Weighted Mean. This was used to identify the learners' and teachers' attitudes toward technology integration in implementing youth formation programs as to Supreme Student Government, Barkada Kontra Droga, National Greening Program, and Youth for Environment in School's Organization Program.

Scoring Procedure

The following scoring matrix was observed in this study.

EXTENT OF IMPLEMENTATION AND TECHNOLOGY INTEGRATION OF YOUTH FORMATION PROGRAMS

Scale	Range	Category	Verbal Description
4	= 3.26 – 4.00	Advanced	The respondent-groups always and with a very great extent used technology integration in conducting activities under youth formation programs
3	= 2.51 – 3.25	Very Satisfactory	The respondent-groups sometimes and with a great extent used technology integration in conducting activities under youth formation programs
2	= 1.76 – 2.50	Satisfactory	The respondent-groups seldom and with a moderate extent used technology integration in conducting activities under youth formation programs
1	= 1.00 – 1.75	Poor	The respondent-groups used technology integration once and with a small extent in conducting activities under youth formation programs.

ATTITUDE SCALE TOWARDS TECHNOLOGY USE

Scale	Range	Category	Verbal Description
4	= 3.26 – 4.00	Strongly Agree	The respondents Strongly Agree that technology Implementation is effective in the implementation of youth formation programs.
3	= 2.51 – 3.25	Agree	The respondents only Agree that technology implementation is effective in the implementation of youth formation programs.
2	= 1.76 – 2.50	Disagree	The respondents Disagree about the effectiveness of technology in the implementation of youth formation programs.
1	= 1.00 – 1.75	Strongly Disagree	The respondents Strongly Disagree about the effectiveness of technology in the implementation of youth formation programs

Definition of Terms

The following terms used throughout this study were provided with a meaning in the context of this dissertation.

Academic Activities. It refers to any assigned work or project by the teachers in Asturias District II, which includes written work, performance tasks, quarterly assessments, assignments, individual or group output, competition, and demonstration of skills in a given teaching area.

Asturias District II. It refers to the environment where the researcher conducted his study. It consists of 17 elementary schools and two secondary schools.

Barkada Kontra Droga. It refers to a sub-program implemented in every elementary and secondary school in Asturias District II under the youth formation programs, which have the acronym BKD.

Club Adviser. This term refers to a teacher who supervises and manages a club or school organization's members in the schools of Asturias District II and implements its programs and activities.

Curriculum. It refers to the specific learning objectives or standards to be mastered by the teachers in Asturias District II. It also refers to the general learning goals and activities for a course, set of courses, or grade level. The curriculum offered in

each school differs based on the location and capacity of the school.

Development Plan. It is a document that contains a written statement and accompanying supporting information detailing the program's overall strategy for proper planning and sustainable development of an area. The plan usually includes the program and implementor's broad goals and topics backed intended for the students and teachers of Asturias District II by more specific policies and objectives. It also details the expected outcome, remarks, budget needed, and the person involved in achieving goals.

Junior High School. Before admission to a senior high program in Asturias, Cebu, students attend this secondary school level. It has four levels: grade 7, grade 8, grade 9, and grade 10.

Implementation. This refers to the conduct and functionality of the different programs, projects, and activities and carrying out the desired goals. The extent of implementation of programs and activities varies from school to school in Asturias, Cebu.

Instruction Outcomes. These relate to the students' results in different academic and non-academic activities in Asturias District II, which show their learning in a specific area of learning. These can be identified through different modes of assessment,

such as tests, observation, demonstration, and performance tasks.

Multimedia. It refers to the combination of several types of media, such as text, graphics, audio, video, and so on, used by teachers to deliver interactive and quality instructions to students to ensure learning and meaningful experiences. It is also part of the variables of this study used to determine the extent of technology integration.

National Greening Program. This is a sub-program implemented in every elementary and secondary school in Asturias District under the youth formation programs, with an acronym of NGP. It aims to inform students on how to reduce poverty, enhance climate change, and promote food security, environmental stability, and conservation of biodiversity.

Non-academic Activities. It refers to any assigned task that has no academic bearing but brings forth the holistic development of the students. Senior High School. Refers to the level the students reach after completing junior high school. It includes grade 11 and grade 12 levels.

School Clubs/Organization. It refers to the different academic and non-academic groups and organizations in the school, such as the science club, math club, and so on, allowing students to demonstrate and refine their talents and prepare them for school competitions.

Supreme Student Government. It is a sub-program implemented in every elementary and secondary school in Asturias District under the youth formation programs. Its acronym is SSG, which refers to the student-centered school organization.

Technology-Assisted Activities. It refers to the activities implemented through the application and intervention of technology such as computers, module devices, tablets, digital cameras, social media, etc.

Technology Integration. It is the use of technology resources in daily classroom discussions and activities and school management, such as computers, mobile devices such as smartphones and tablets, digital cameras, social media platforms and networks, software applications, and the Internet.

Technology Resources. It refers to the school's stored equipment, such as computers, tablets, televisions, and sound systems, that are used to integrate technology in the implementation of school activities.

Youth Formation Program. A series of learner-centered, youth-oriented, and responsive activities that contribute to the holistic development of learners

who are values-driven, career-oriented, culturally rooted, and socially responsible citizens.

Youth for Environment in School's Organization Program . A sub-program implemented in every elementary and secondary school in Asturias District under the youth formation programs with an acronym of YES -O. Aimed to protect, promote, and conserve the environment for the future.

2. REVIEW OF RELATED LITERATURE

Related Literature

This chapter discusses the relevant literature and studies that the researcher considered to strengthen the importance of the current study.

Youth Formation Concepts

The Youth Formation Division (YFD) of the Department of Education works to prepare the nation's young for societal advancement. It offers youth-serving units and organizations flexible, learner-focused, and youth-focused policies, standards, guidelines, programs, and initiatives to support learners' overall development. The youth often find themselves marginalized when it comes to mainstream politics and decision making and there are limited opportunities that the youth can participate in (Calawa, et al., 2023). To increase learning possibilities for the students, this involves forming collaborations with regional, international, and local youth-oriented groups. Applying psycho-social development theories and strategies for the holistic development of Youth and children is also part of its purpose. Youth Formation Division also aims to promote a comprehensive approach to young people's development by offering chances for participation in critical areas of advocacy. Through a range of programs and initiatives, the Youth Formation Division encourages participation in advocacy related to social justice, environmental sustainability, mental health awareness, civic engagement, and more. his comprehensive strategy that young people can develop a well-rounded understanding of the issues that affect their communities.

Significant Variables Affecting the Implementation of Various Youth Formation Programs

Age

According to Asare, et al. (2023), the age of teachers and students is crucial for obtaining reliable and meaningful research results, as age can significantly influence perspectives, teaching methodologies, and learning outcomes. Research indicates that teacher age-related differences impact their attitudes toward technology adoption and instructional strategies. For instance, younger teachers might be more inclined to integrate technology into their classrooms, whereas

older teachers may rely on traditional methods. This disparity can affect students' engagement and performance, making it essential to consider age demographics when evaluating educational practices. Similarly, understanding the age distribution of students can provide insights into their learning preferences, cognitive development stages, and social dynamics, all of which are critical factors in tailoring effective educational interventions. Age plays a pivotal role in shaping educational environments' cultural and generational context. It was shown that intergenerational dynamics between teachers and students can influence communication patterns, motivation, and classroom management. By accurately surveying and analyzing the age demographics of both teachers and students, researchers can better understand these dynamics and develop strategies that cater to diverse age groups, ultimately enhancing the quality and relevance of educational research outcomes.

Gender

Sanjay (2022) highlighted those female teachers may face barriers such as access to professional development opportunities focused on technology integration, particularly in specific regions or school settings. Understanding these challenges through gender-specific surveys enables policymakers and educators to advocate for equitable resource allocation and targeted support initiatives that address these disparities. Furthermore, integrating gender-specific data collection strategies foster a more nuanced understanding of how societal norms and expectations influence technology adoption among teachers. Mustafa, et al. (2024) found that gender stereotypes can impact teachers' perceptions of their technological competence, affecting their willingness to experiment with new tools in the classroom. By accounting for these gender dynamics in research design, stakeholders can develop more tailored professional development programs and policy frameworks that empower all educators to effectively leverage technology for improved learning outcomes, regardless of gender. Thus, surveying teachers' gender in technology research enriches the depth of findings and supports efforts toward creating an inclusive and supportive educational environment.

Number of Years in Teaching

A study by Ventouris, et al. (2021) found that teachers with more experience tend to exhibit a deeper understanding of pedagogical practices and curriculum requirements, significantly influencing their adoption and effective use of technology in the classroom. This understanding is crucial as it helps researchers discern varying levels of technological proficiency and readiness among educators, thereby

shaping the design of interventions and strategies that cater to different teacher cohorts.

Moreover, a study by Mariscal, et al. (2023) supported these findings by revealing a positive correlation between teacher experience and the successful implementation of educational technology. The study highlighted that experienced teacher often possess a wealth of contextual knowledge and practical insights into classroom dynamics, which are pivotal in determining the appropriate technology integration to enhance student learning outcomes. By incorporating the number of years in teaching as a variable in research methodologies, scholars can better account for these nuanced differences in readiness, expertise, and instructional approaches among educators, yielding more insightful and applicable findings for advancing technology integration in educational settings.

Number of Years as Club/Organization Moderator

Research indicates that teachers who actively engage in frequent training sessions and seminars focused on youth development enhance their technological proficiency and cultivate a deeper understanding of how to meet the needs of today's digital-native students effectively. By participating in these programs, educators gain valuable insights into adapting their teaching methodologies to align with modern educational trends. This proactive approach equips teachers with the necessary skills to integrate technology seamlessly into their lessons. It empowers them to create dynamic, interactive learning environments that resonate with primary and secondary students (Pappa, et al., 2024). The findings of Lowell, et al. (2023) reinforce the critical role of ongoing professional development in youth-centered education. They underscore that teacher who partake in continuous professional growth opportunities, particularly those centered on youth programs and technological innovation, exhibit heightened confidence and competence in utilizing educational technology. This is particularly pivotal in primary and secondary education settings where effective technology integration can significantly impact student engagement and learning outcomes. The correlation between the depth of professional development and successful technology implementation highlights the imperative for tailored training initiatives that cater to the evolving demands of modern education.

Highest Educational Attainment

Brown (2023) demonstrated that teachers with advanced degrees or specialized training tend to employ more effective instructional strategies,

leading to improved student achievement. This correlation highlights the importance of considering teachers' educational backgrounds when designing educational interventions or policies to enhance teaching practices. Furthermore, research by AlGuofi (2023) emphasized that teachers' higher educational qualifications are often associated with greater research capacity and methodological rigor. Educators with advanced degrees are likelier to engage in evidence-based practices and contribute meaningfully to educational research. Thus, conducting surveys to ascertain teachers' highest educational attainment ensures accurate data collection and supports the development of more informed educational policies and practices. By understanding teachers' educational backgrounds, researchers can better tailor interventions and professional development programs that foster continuous improvement in teaching quality and student learning outcomes.

Thus, by incorporating these variables into the research framework, educators can foster a more responsive and adaptive approach to youth development through technology integration. This holistic understanding of teachers' profiles not only informs strategic planning but also optimizes the effectiveness of educational initiatives aimed at nurturing youth in today's digital age. In developing a Technology Integration Development Plan for Youth Formation Programs is crucial to consider various factors that influence its effectiveness, particularly the variables pertaining to teachers' profiles. Research has consistently shown that teachers' age, years of teaching experience, and specific training related to youth formation programs significantly impact their ability to integrate technology into educational practices (Ventouris et al., 2022). Age influences the comfort level of teachers with technology, with younger educators often more adept at incorporating new tools into their teaching methods, while experience brings nuanced understanding of pedagogical needs and effective integration strategies. Furthermore, specialized training equips teachers with tailored skills to effectively apply technology in youth-focused educational contexts, enhancing both instructional delivery and student engagement. Understanding teachers' perceptions of technology-assisted activities and their educational background further enhances the design and implementation of such programs, ensuring they align with both pedagogical goals and technological advancements. According to Hartman et al. (2019) states that the teachers' perceptions shape their willingness to experiment with new technologies and their confidence in leveraging them to achieve educational

objectives. Additionally, educators' educational backgrounds provide foundational knowledge that informs their instructional approaches and the selection of appropriate technological tools. Cultural competencies play a crucial role in fostering inclusive learning environments where diverse student populations can benefit equally from technology-enhanced education. Familiarity with various technological tools enables teachers to tailor their approaches to the specific needs and learning styles of youth participants, thereby optimizing program outcomes and fostering deeper student engagement.

Perception of Technology-Assisted Activities

A study by D'Angelo (2018) demonstrated that understanding teachers' perspectives on technology integration directly correlates with the effectiveness of educational interventions. By gauging teachers' comfort levels, challenges, and preferences regarding technology in the classroom, researchers can tailor interventions to align with real-world needs and improve implementation success rates. This approach enhances the credibility of research findings and ensures that proposed solutions are practical and sustainable within educational settings.

The findings of the study by Smith, et al. (2023) indicated that studies incorporating teacher feedback on technology use reported higher engagement levels and more positive learning outcomes among students. This suggests that researchers can identify potential barriers and facilitators that influence instructional practices by involving teachers in the research process through surveys focused on technology-assisted activities. Ultimately, integrating teacher perspectives into research methodologies strengthens the validity of findings and fosters a collaborative approach to improving educational practices through evidence-based insights.

Number of Trainings/Seminars Attended Related to Youth Formation Programs

Research by the National Center for Education Statistics (NCES, 2023) demonstrated that professional development opportunities significantly enhance teachers' pedagogical skills and efficacy in delivering youth formation programs. Smith's findings suggest that educators who participate in a more significant number of relevant training sessions tend to exhibit more robust instructional strategies and a deeper understanding of developmental needs among youth participants. This correlation underscores the importance of quantifying training attendance to gauge its impact on teachers' abilities to facilitate effective youth development.

Additionally, a study by Smith, et al. (2023) found that teachers who engage in ongoing professional

development are likelier to implement innovative and evidence-based practices in their teaching. This study highlights the critical role of continuous learning in adapting teaching methods to meet the evolving needs of Youth within formation programs. By tracking the frequency and diversity of training sessions attended, researchers can better assess how teachers' exposure to new ideas and methodologies influences their approach to fostering positive youth outcomes. Moreover, research conducted by Brown and Green (2019) supports the idea that the cumulative effect of attending multiple training sessions can lead to broader systemic improvements in educational settings. Their study revealed that teachers participating in seminars and workshops often demonstrate increased confidence in addressing diverse challenges within youth formation contexts. This finding suggests that surveying the total number of trainings attended provides valuable insights into the professional growth of educators and the overall effectiveness of youth development initiatives. Thus, integrating such metrics into research frameworks can yield nuanced findings on the impact of teacher training on youth formation programs.

Age and Gender of Students

The age and gender of students are crucial in research for several reasons supported by related studies. Firstly, demographic characteristics like age and gender significantly influence attitudes, behaviors, and perspectives, often key variables in educational and social research. For instance, a study by Holik and Demydovych (2020) highlighted that age differences among student cohorts could impact their learning preferences and technology usage patterns. Understanding these nuances allows researchers to tailor interventions and educational strategies effectively.

Secondly, gender plays a pivotal role in shaping experiences and outcomes within educational contexts. Research by Simpson and Bista (2021) emphasized that gender differences in academic performance and career aspirations among students are substantial and warrant targeted investigation. By disaggregating data by gender, researchers gain insights into how educational policies and practices can be more inclusive and equitable. Moreover, combining age and gender data enhances the robustness and applicability of research findings. Kuenzang, et al. (2022) demonstrated that considering both demographic factors improve the predictive power of models assessing student outcomes such as academic achievement and satisfaction. This approach not only strengthens the validity of conclusions drawn from research but also ensures that

recommendations are tailored to address diverse student needs effectively.

Year Level

The significance of surveying specific year levels, particularly among students, to enhance the quality and relevance of research outcomes. A study by Ma, et al. (2023) demonstrated that tailoring surveys to different academic levels enables researchers to gather more nuanced data. Understanding these trends allows educational institutions to implement targeted strategies to improve retention rates and overall educational outcomes. By segmenting survey data according to year levels, educators and policymakers gain valuable insights into students' unique challenges and developmental stages at different points in their academic journey, facilitating more effective planning and resource allocation within educational settings.

A study conducted by Njiku, et al. (2019) across various disciplines highlighted that understanding students' year levels can significantly impact research outcomes. By segmenting respondents based on their academic progression, researchers can better analyze trends, such as shifts in attitudes toward educational policies or changes in career aspirations over time. This approach not only aids in drawing more accurate conclusions but also enhances the applicability of findings for educational interventions and policy recommendations. Surveying specific year levels among students is pivotal for producing insightful research addressing diverse needs and perspectives within educational contexts.

Number of Years as Club/Organization Member

Research has consistently highlighted the significance of surveying membership duration within clubs or organizations, especially among student populations, when investigating technology integration. Eroğlu & Özbek (2018) emphasized that longer tenure within a club often correlates with greater familiarity and comfort with organizational tools and platforms. This familiarity, in turn, can positively influence students' attitudes toward adopting new technologies within educational settings. By understanding how long students have engaged with clubs or organizations, researchers gain insights into their exposure to collaborative technologies and readiness to embrace technological advancements.

Additionally, findings from a survey conducted by Wintermantel, et al. (2023) reinforced the importance of membership duration in predicting students' technological proficiency. Their study indicated that prolonged involvement in clubs enhances students' skills in utilizing digital tools for collaborative purposes, which are crucial for effective technology integration in education. Thus, by considering the

years students have spent as club members, researchers can better assess their preparedness and receptivity to innovative teaching methods that leverage technology. These insights underscore the value of longitudinal membership data in effectively shaping strategies for integrating technology into educational practices.

Multimedia Available at Home

Asare (2023) examined how students' access to multimedia tools at home influenced their engagement with technology in educational settings. They found that students with greater access to multimedia resources at home tended to be more proficient in using technology for learning purposes, indicating a positive correlation between home access and technology integration in education.

Similarly, another study by Imroz (2023) investigated the impact of home computer availability on students' educational outcomes. Becker concluded that students who had access to home computers were likelier to use multimedia tools for research and learning activities, enhancing their overall academic performance. These findings underscore the importance of considering students' home environments and access to multimedia technologies when implementing technology integration initiatives in educational settings. Understanding these dynamics can help educators effectively tailor instructional strategies that leverage students' existing technology skills and resources.

Attitude Scale Towards Technology Use

Several studies have examined students' attitudes toward technology use in recent years, which are crucial for understanding effective technology integration in education. A study by Wang, et al. (2021) surveyed 500 high school students to explore their perceptions of technology in the classroom. They utilized an adapted Technology Attitude Scale (TAS) to gauge students' attitudes toward various technological tools and their preferences for different instructional methods involving technology. Findings indicated that while most students expressed positive attitudes towards technology, preferences varied significantly depending on the type of technology and its perceived relevance to their learning needs. This study emphasized the importance of aligning technology integration efforts with students' attitudes and preferences to enhance educational outcomes effectively. Additionally, Martínez (2020) conducted a longitudinal study across multiple universities, investigating how students' attitudes toward technology evolved over their careers. They utilized a modified version of the Unified Theory of Acceptance and Use of Technology (UTAUT) to

measure students' perceptions of technology's usability, relevance, and ease of use. Their research highlighted that those initial attitudes toward technology significantly influenced students' engagement and academic performance. Furthermore, the study underscored the role of continuous support and training in shaping positive attitudes toward technology among students, emphasizing the need for educational institutions to foster a supportive environment for technology integration based on students' evolving attitudes and needs. These studies underscore the importance of understanding students' attitudes toward technology to inform effective strategies for its integration into educational settings.

Level of Interaction on Technology-Assisted Activities

Research on technology integration in education consistently highlights the critical role of interaction levels in enhancing student learning outcomes. A study by Lyu and Qi (2020) found that higher levels of interaction in technology-assisted activities positively correlate with increased student engagement and achievement. Their findings emphasize that interactive technologies, such as simulations and collaborative tools, foster a more profound understanding and retention of concepts than passive learning methods. This suggests that when designing technology-integrated lessons, incorporating interactive elements supports student motivation and facilitates meaningful learning experiences.

Furthermore, a study by Tsai (2017) reaffirms these findings by examining various studies on educational technology. They conclude that interactive technologies, including those that promote student collaboration and active participation, are more likely to lead to positive educational outcomes. This meta-analysis provides empirical evidence that the effectiveness of technology in education hinges significantly on how well it encourages student interaction. By actively involving students in their learning process through technology, educators can cater to diverse learning styles and preferences, promoting a more inclusive and effective learning environment.

Moreover, a study by Aprianto, et al. (2020) delves into the cognitive benefits of interactive technologies in learning. Kay argues that interactive technology tools, such as virtual laboratories and multimedia simulations, enable students to explore and experiment in ways that deepen their understanding of complex concepts. This experiential learning approach enhances critical thinking skills and cultivates a sense of discovery and inquiry among

students. Thus, integrating interactive elements into technology-assisted activities supports academic achievement and nurtures essential skills necessary for success in a digital and interconnected world.

Hence, integrating variables such as age, gender, academic year, club membership duration, home multimedia access, attitudes towards technology, and engagement in tech-driven activities is pivotal for crafting effective technology integration strategies in youth development programs. These factors offer a holistic view of students' backgrounds, preferences, and capabilities, essential for tailoring interventions that enrich learning and promote digital literacy. Walker's (2022) study on technology integration in education highlighted how age, gender, and socioeconomic status shape students' tech usage and attitudes, underscoring the need for inclusive strategies. Similarly, Chen and Xiao (2022) explored the impact of home multimedia access on educational outcomes, revealing higher engagement and positive tech attitudes among well-equipped students. These findings stress the importance of considering diverse student profiles and technological environments in planning initiatives that prepare youth for a digital-centric world.

Clubs/Organizations

Participation in clubs and organizations is a cornerstone for college students' comprehensive development and overall wellbeing. Therefore, it is crucial to delve into activities and engagements that are meaningful and enriching. The research conducted by Cabrejas and Mendoza (2023) reinforces the notion that active involvement in the diverse array of activities offered by clubs and organizations plays a pivotal role in fostering students' holistic growth and sustaining their wellness, particularly amidst the challenges posed by flexible learning modalities. These activities serve as a conduit for students to develop academically, personally, and socially, equipping them with the skills and competencies necessary to navigate the complexities of their academic journey and beyond.

Clubs and organizations serve as catalysts for nurturing students' holistic development and wellbeing, empowering them to thrive academically, personally, and professionally amidst the evolving landscape of higher education—for the imperative involvement of Youth in purposeful co-curricular endeavors. Active engagement in extracurricular pursuits such as the Science YES-O Club, Math Club, and Supreme Student Government (SSG) garners favor among educators and students alike. Consistent participation in these enriching activities significantly influences students' academic attainment.

In alignment with this perspective, Sumague (2023) asserts that active participation in extracurricular activities, such as clubs and organizations, significantly impacts the cultivation of leadership abilities among students. Engaging in these activities not only enhances leadership skills but also catalyzes improving communication prowess and academic performance. By immersing themselves in clubs and organizations, students are given various opportunities to hone their leadership capabilities through real-world experiences, whether organizing events, leading projects, or collaborating with peers.

Furthermore, the benefits extend beyond individual development; student involvement in clubs and organizations contributes positively to the broader community. Through community service projects, collaborative initiatives, and outreach efforts, students are empowered to make meaningful contributions to society while reinforcing their leadership skills and fostering a sense of civic responsibility. In essence, extracurricular involvement serves as a multifaceted platform for holistic growth, enabling students to excel academically and develop essential life skills vital for personal and professional success.

Technology Resources

As we navigate the uncharted waters of the 21st century, the omnipresence of technology in the classroom is steadily becoming more pronounced. Tablets are supplanting traditional textbooks, and smartphones have metamorphosed into indispensable tools, providing instantaneous access to an ocean of information. Educators are not mere bystanders but active participants in the unfolding narrative of technology's role in education, bearing witness to its myriad benefits on the learning process. Consequently, they underscore the importance of fostering this technological proficiency in students, recognizing them as indispensable prerequisites for their future professional endeavors.

Cox (2019) underscores the seismic impact of technology on contemporary educational paradigms. This pervasive adoption of technological innovations has catalyzed a profound metamorphosis in the dynamics of teaching and learning. Educators find themselves at the vanguard of this technological revolution, navigating the labyrinthine landscape of emerging tools and methodologies with steadfast determination. Meanwhile, students harness the boundless potential of advanced technology to augment their educational experiences, transcending conventional boundaries and embarking on transformative journeys of discovery. By embracing technology as an integral component of the educational tapestry, we empower our students to

chart a course toward success that extends far beyond the confines of the classroom.

Christensen (2019) also emphasized the importance of mastering the four P's in today's education landscape, underscoring their significance for both present and future learner success. These essential skills are pillars that fortify learners' capabilities and readiness for the demands of the modern workforce. Those adept at collaborating within teams, communicating effectively, and navigating problem-solving scenarios are poised for success in dynamic professional environments. In classrooms with seamlessly integrated technology, students are provided with immersive experiences that foster competency in all four Cs: collaboration, communication, critical thinking, and creativity. Learning environments are enriched by integrating technology, which serves as a catalyst for robust discussions and collaborative group work. This integration not only facilitates collective problem-solving but also cultivates an environment conducive to developing and applying critical thinking skills and creativity among learners. Youth programs of exceptional quality aid in discovering and cultivating young individuals' strengths and identities, laying a solid foundation for their future success. These programs create nurturing environments where young people feel acknowledged, valued, and understood, fostering positive development across various domains. Engagement in arts, sports, and conservation initiatives has been shown to promote favorable youth development, facilitating the flourishing of adolescents.

People who undergo positive youth development experiences tend to exhibit resilience and sociability, demonstrating competence across social, emotional, cognitive, behavioral, and moral domains. Additionally, they show signs of independence, self-sufficiency, and positive personal growth (Dimitrova & Wiium, 2021).

According to Veenstra & Laninga-Wijnen (2020), well-executed youth programs provide avenues for young individuals to acquire leadership skills and offer opportunities to strengthen peer relationships and friendships through a deliberate process centered on mutual respect and learning. Moreover, Veenstra & Laninga-Wijnen (2020) elaborated on the notion that effective youth programs prioritize cultivating qualities like resourcefulness, self-awareness, and resilience, which are instrumental in successfully guiding young people through adolescence. These programs recognize Youth as valuable resources to be nurtured and promote the development of beneficial attributes such as social and life skills, academic

enhancement, motivation, and community engagement. Youth development organizations offer young individuals' opportunities to cultivate new talents. While some of these talents may be specialized, such as dancing or playing soccer, other programs focus on instilling general life skills such as accountability, judgment, empathy, and leadership.

Hence, understanding these variables not only aids in formulating targeted strategies but also fosters a deeper understanding of how technology can enhance learning experiences across different demographic groups. By analyzing club membership duration alongside attitudes towards technology, educators can tailor programs that resonate with students' interests and foster sustained engagement. Moreover, integrating insights into students' home multimedia access enables educators to leverage existing resources and bridge potential digital divides, ensuring equitable access to educational opportunities. Thus, a comprehensive approach that considers the interconnectedness of these variables is crucial for developing robust technology integration plans that empower youth and equip them with essential skills for the future.

Supreme Student Government (SSG)

The Supreme Student Government (SSG) holds a paramount position within every public school, serving as the highest governing body for students (Article III, Section 7, Constitution and By-Laws of the SSG). As an autonomous and unified entity, it stands as the pinnacle of democratic representation for the student body, with its officers bearing significant responsibilities on behalf of their peers. Rooted in principles of participatory democracy, responsible servant leadership, collaboration, unity, accountability, and efficiency, the SSG serves as a crucible for nurturing future leaders (Tobias, 2023). Moreover, its members serve as advocates for student rights and welfare, embodying the collective voice of the student body.

A study by Lucero (2021) on the students' satisfaction with the services provided by the Supreme Student Government revealed that SSG functions excellently in forming values. Promotion of the welfare and rights of students, as well as a kid-friendly environment, as well as the appreciation and improvement of pupils' abilities and talents. However, it needs to be more adequate for promoting student achievement in the classroom. Thus, Lucero (2021) recommended that the Supreme Student Government should not limit its attention to improving students' extracurricular abilities. The organization should also begin initiatives, projects, and programs focusing on improving the student's academic achievement only

that the study did not dwell on the stakeholders' perception of the services rendered by the SSG.

Alde (2019) also identified the degree to which the Department of Education-mandated initiatives and programs are being carried out by the Supreme Student Government and aimed to identify the elements influencing the strength and effectiveness of SSG and to highlight the benefits of having effective leadership. The study emphasized the efficiency of the student council in terms of how they function and what they accomplish. This incorporated the views of both students and student leaders on how SSG officials lead and how they influence the organization's efficiency. Additionally, it was observed that, given their prominence, the student leaders' attitudes and behavior significantly impact the success of SSG. They may have an impact on both the unsuccessful execution of initiatives and programs at the school level as well as their continued development. Alde (2019) further discussed that SSG's fundamental goals as the school's young leaders might be achieved with the help of the faculty, staff, and students working together. Therefore, a well-developed, well-planned course of action and helpful SSG projects should be reconstructed and reorganized for the advancement of the school in order to foster excellent connections and camaraderie among the students and the student council.

Recognizing the importance of the Supreme Student Government (SSG) and its contributions to educational institutions, the Department of Education is working to formalize and institutionalize the SSG in secondary public and private schools across the country to increase its effectiveness and responsiveness to student, school, and community needs. Aguado (2019) conducted a study that focused on the extent of the supreme student government's participation in implementing School-Based Management, which creates more effective learning environments for students. Based on the results, the three participating schools demonstrated dedication to and compliance with improving the educational process. The students' unfamiliarity with school-based management was one of the elements that impacted how well they performed their obligations and responsibilities. As Supreme Student Government Officers, their lack of SBM expertise caused them to perform poorly in some areas. It is necessary to consider how to raise their level of awareness. Through leadership training and team building, student government officers can perform their roles and responsibilities in school-based management (SBM).

Pantaleon (2019) also determined through a study the level of implementation of the supreme student government programs and found that for both the adviser and student leaders, the values education program, leadership training, brigade eskwela, anti-drug abuse program, and qualities of the implemented activities had a significant impact on the implementation of the supreme student government programs. In connection, Perez (2019) also studied the leadership styles of both the Adviser and SSG Officers. This is in connection with the fact that the core of the SSG is effective and responsive leadership, and many new teachers with yet to gain experience managing SSG are frequently chosen to serve as the organization's adviser. It would be easier for the adviser to assist the officers in becoming true leaders and carrying out their duties with sufficient knowledge of managing the organization.

Furthermore, Delfino (2019) also assessed the student's and teachers' participation in extracurricular activities in terms of academic accomplishment, growth in interest and motivation to learn, leadership, and the development of character and morals. Only through the balanced growth of academic and non-academic features in the formal, informal, and non-formal educational settings in society is the holistic or all-around development of an individual possible. In such circumstances, a person's participation in extracurricular activities becomes more important since they prevent various forms of stress and anxiety from approaching the person. Results showed that the Supreme Student Government (SSG), Math Club, Science YES-O club, KABAYANI, TLE Club, MAPEH, EsP, and English SEO are the active extracurriculars in which the chosen high school students of General Emilio Aguinaldo High School participate. The involvement of the students in extracurricular activities is to a very great extent in terms of character and moral development, academic achievement, developmental interest, and motivation to learn. Delfino (2019) further added that the most common issues students and advisors encounter when participating in extracurricular activities have to do with time management, confusion about what to prioritize, and poor academic performance.

On the other hand, Dias, et al (2019) explored the different approaches to leadership and how they affect a leader's effectiveness and found that many of the student leaders discovered that democratic leadership is the most effective and autocratic leadership is the least effective. This conclusion was drawn from 1) how these leadership styles contributed to the empowerment of SSG members and 2) the effects of inexperience, weak unity, and

poor leadership style on leadership. Perspective and point of view development were considered crucial for good leadership. Additionally, inadequate leadership traits with slight variation in beneficiary capacity centered on initiative, inexperience, and communication. A common standard for the leaders was freedom of speech and expression. Bautista (2019) also proved the necessity of democratic leadership and, sometimes, the need for autocratic leadership to empower SSG; each style has merits according to the circumstance. Appropriate leadership style may aid in SSG empowerment. Leadership philosophies determine the success of SSG empowerment.

Barkada Kontra Droga (BKD)

As Datuin (2019) highlights, the Department of Education (DepEd) is actively strategizing and integrating the government's robust drug education and prevention program into the K-12 curriculum for the upcoming academic year. This initiative was spotlighted during the initial phase of the 2019 Balik Eskwela, where Glene Basio, a supervising education program specialist at the Bureau of Curriculum Development, unveiled the comprehensive drug education program, which President Rodrigo Duterte has ardently advocated since the onset of his tenure. Central to this effort is the implementation of RA 7624 of 1992, a pivotal legislation that mandates the inclusion of drug education, prevention, and awareness within the curriculum and across diverse learning platforms, thereby fostering a holistic approach to addressing substance abuse issues within educational settings.

The issue of substance abuse among students is indeed a multifaceted challenge that affects various aspects of school management, teaching, and the learning process. Nansubuga & Kyomukama (2024) point out its association with defiance of school regulations, violence, insecurity, and antisocial behavior, all of which can significantly impede the effective administration of educational institutions.

Odhiambo et al. (2019) shed light on the social disruption caused by substance abuse among secondary school students, particularly in the context of family relationships. This underscores how substance abuse can permeate various spheres of a student's life, impacting not only their academic performance but also their interpersonal relationships.

Joseph (2019) further emphasizes the link between indiscipline issues and drug abuse among students, highlighting how substance use can affect their interactions with peers and teachers. This disruption in social dynamics can further exacerbate the

challenges faced by educators in maintaining a conducive learning environment.

Moreover, the negative correlation between substance use and academic performance among nursing students, as studied by Joseph (2019), underscores the detrimental impact of drug abuse on educational outcomes. While the statistical significance within this specific population may be inconclusive, the broader pattern of substance use negatively impacting academic achievement is well-documented across various educational settings.

The Barkada Kontra Droga (BKD) initiative aims to specifically educate and guide students, both within and beyond school boundaries, away from drug use and associated illicit activities. Through a range of strategies, including events, symposiums, and informational campaigns, BKD endeavors to empower young individuals to reject drugs and actively support anti-drug efforts. Additionally, BKD promotes various healthy activities as part of its arsenal against drug addiction. Importantly, it fosters a culture of change agents within student circles, sparking a ripple effect that extends awareness beyond school confines.

Miranda and Balsamo (2019) conducted a study evaluating the impact of BKD implementation at Natatas National High School, concluding that the program yielded positive outcomes. However, to enhance the BKD program further, it is crucial to involve the broader community, parents, and other stakeholders. The school has significantly benefited from introducing BKD, facilitating improved academic performance and social integration among students and teachers. Moreover, BKD has positively influenced students' lifestyles and behaviors, potentially enhancing their future employability prospects.

Reyes (2020) also introduced Project E.N.T.A.B.L.A.D.O., designed as a counterbalance initiative to foster a normative culture conducive to safe and informed decision-making, particularly among students. This project seeks to advocate for the training and activities of Barkada Kontra Droga (BKD) and serves as an exemplar for enhancing drug education, prevention, and awareness within schools. With the increased emphasis on drug abuse prevention advocacy from the Department of Education (DepEd) through various memoranda and orders, BKD stands as a model for other schools to emulate, promoting sustained services rooted in the principles of the Barkada-adopted concepts.

Addressing substance abuse among students requires a comprehensive approach that encompasses

prevention, intervention, and support mechanisms. Educational institutions, in collaboration with relevant stakeholders, must implement strategies aimed at raising awareness, providing counseling services, and fostering a supportive environment for students struggling with substance abuse issues. By addressing the root causes and providing adequate support, schools can mitigate the adverse effects of substance abuse on both individual students and the broader learning community.

National Greening Program (NGP)

Schools play a pivotal role in nurturing environmentally conscientious and informed students. While the benefits of initiatives like the National Greening Program are increasingly recognized, only some have equal access to its advantages. However, being ubiquitous in every locality due to compulsory attendance, schools present a unique opportunity to address this gap.

In this context, Stevenson et al. (2020) have laid a research agenda to ensure all children can access nature through green schoolyards. Only a small percentage of educators utilize outdoor spaces rich in nature as educational resources to expand classroom settings. By greening schoolyards, every community would have access to protected, easily reachable, and open spaces, significantly augmenting available learning spaces and resources for the entire school community.

In Rogayan's (2019) study examining the environmental awareness and practices of science students, it was discovered that these students possess a profound understanding of environmental issues, including challenges, concepts, and the current state of the environment. Moreover, the study revealed that they frequently engage in activities simulating efforts to address environmental concerns, occasionally demonstrating a need for heightened dedication.

Furthermore, Rogayan (2019) identified a moderate correlation between students' endeavors to tackle environmental problems and their level of commitment, which aligns with their knowledge of environmental concepts and topics. Based on these insights, Rogayan suggested specific recommendations for schools to sustain and augment students' ecological consciousness.

Rogayan (2019) also emphasized the role of student organizations such as YES-O (Youth for Environment in Schools Organization) and Science clubs in embedding environmental causes and eco-movement within the school's ethos. Suryani et al. (2019) explored various facets of learning within environmental education facilitated by green school

development. They concluded that a diverse array of learning experiences, encompassing emotional engagement, hands-on activities, and cognitive development, is essential for effective environmental education. These experiences yielded several distinct learning processes, including modeling, character enhancement, the construction of green sites, game-based learning, and collaborative teamwork among peers.

In their research conducted in 2023, Golpo and Ricafort explored the challenges encountered during the implementation of the National Greening Program (NGP) as perceived by school heads and NGP Coordinators across fifteen schools in the Bulan II District, Division of Sorsogon Province, Bicol. The challenges were identified in three key aspects: (a) Gulayan sa Paaralan (School Vegetable Garden Program), (b) Ecological Solid Waste Management, and (c) Tree Growing initiatives.

The challenges highlighted included a lack of parental involvement, limited budget allocation, scarcity of resources, and insufficient available land and space for program implementation. In response to these challenges, the researchers recommended enhancing association and cooperation between schools and stakeholders, ensuring the effective implementation of planned action plans, and conducting further research to evaluate the success and impact of the NGP implementation within classrooms and the broader community.

The impact of greening programs extends beyond the Philippines, reaching various countries worldwide. In Romania, Sima et al. (2019) identified and examined greening initiatives, perceptions, and gaps in campus greening efforts. Their findings offer valuable insights for university administrators, enabling them to refine their focus on campus greening initiatives and enhance sustainability practices.

Similarly, Prasetyo (2020) explored the development of an environmentally caring character in Indonesia and found that the program effectively instilled motivation and environmental consciousness in children with special needs and ordinary students. This initiative laid a crucial foundation for sustainable development while contributing to theoretical discourse and practical character development in environmental care by addressing students' unique needs and privileges.

Conversely, in England, de Bell et al. (2020) conducted a study titled "Spending time in the garden is positively associated with health and wellbeing: Results from a national survey in England." Their research revealed that individuals who engaged in

gardening and utilized gardens for relaxation reported higher levels of health and wellbeing, increased physical activity, and more frequent nature visits than non-gardeners. These findings underscore the significance of residential gardens as potential health resources, emphasizing their importance alongside green spaces in urban policy and planning efforts.

Youth for Environment in School's Organization Program (YES-O)

Environmental education programs foster pro-environmental attitudes and behaviors among children and adolescents. Additionally, they enhance their sense of connection to nature while striving to minimize human impact on the environment and its natural resources (Pirchio et al., 2020). Given the burgeoning environmental challenges of our times, there is an urgent call for a more impactful and streamlined environmental education. The education sector recognizes co-curricular activities organized by youth organizations as pivotal in enhancing the quality of environmental education provided to learners. Perez and Bua (2019) noted that local educational leaders stressed the significance of enriching environmental education through the involvement of students in co-curricular activities facilitated by environmental youth organizations like YES-O.

Perez (2019) asserts the enduring relevance of the YES Program amidst increasing environmental crises. Since its establishment in 2003, the program has empowered Youth to protect the environment through meaningful engagements. Despite the obligatory presence of YES-O in schools, recent years have witnessed insufficient monitoring and evaluation. Consequently, there is a collective endeavor to rejuvenate and strengthen the program, emphasizing the crucial involvement of diverse stakeholders. Prioritizing issues like inadequate monitoring, time constraints, and overlapping projects by various youth organizations is imperative to align the program with the evolving needs of 21st-century learners.

Priambodo et al. (2021) emphasize the necessity of involving and cooperating with various stakeholders in environmental education programs to ensure optimal results and prevent potential conflicts. They argue that active participation and engagement in YES-O activities enable students to experience the current environmental situation firsthand. According to a facilitator/teacher-adviser, students' direct involvement can broaden their perspectives and motivate them to take action to protect the environment. While organizing symposiums can raise awareness about environmental issues, hands-on activities, tours, and immersion experiences also

foster strong participation and engagement among students.

The implementation of the YES-O program goes beyond student officers and members. It advocates for all students to engage in environmental education within the school and the community. To boost participation in YES-O, stakeholders such as school leaders, advisers, and students actively promote involvement. Teachers provide guidance and regularly tailor the learning environment to suit students' needs and abilities, resulting in increased learning and enhanced participation in Eco-School activities (Schröder et al., 2020).

Iftekhhar and Marasigan (2019) strongly advocate for collaboration among national and local stakeholders as the most effective approach to environmental pedagogy. They emphasize that involving stakeholders in environment-related activities can enhance their understanding of how economics, culture, and politics intersect with education for sustainability. Community leaders are encouraged to lead by example, while teachers and school administrators should create opportunities for environmental activities and conduct student capacity-building programs.

Similarly, Corpuz et al. (2022) suggest that school administrators and teachers need to implement better strategies to encourage students to apply the knowledge and skills gained from environmental education beyond the classroom. Their study revealed that student involvement in environmental actions was often limited to fulfilling school requirements rather than being integrated into their personal lives. To address this, teachers could assign tasks such as maintaining portfolios or journals documenting how students apply their environmental education knowledge and skills at home. Additionally, students could be asked to write reflection papers on environmental issues and propose practical solutions. These activities aim to foster greater student engagement in environmental action, not only within the school but also at home and within the community.

According to the research findings by Yesilyurt et al. (2020), students who received environmental education showed enthusiasm for drawing pictures that reflected environmental awareness. Additionally, after interviews, these students exhibited increased awareness of the environment, demonstrated empathy towards nature, and produced highly aesthetically appreciated drawings.

Cadiz and Cortez (2024) identified essential themes for effectively implementing the YES-O program

drawn from analyzing successful schools' best practices. The study underscored critical areas supported by these emergent themes: personal advocacy, observed within advocacy endeavors; resource availability, evident in budget allocation, fund sourcing, and stakeholder partnerships; flexibility, exemplified by the utilization of online platforms; integrated school efforts, encompassing curriculum integration, alignment with DepEd objectives, collaboration with existing programs, and nurturing supportive leadership; participatory approach, fostering collaboration and membership; and monitoring and evaluation strategies, comprising regular assessment of YES-O activities, acknowledgment of stakeholder contributions, and transparent planning and documentation. These themes offer invaluable insights into practical strategies for YES-O program implementation, fostering its success and amplifying its impact within schools and communities alike.

Arce (2019) conducted a study on the "Basura Mo Sagot Mo, Huli Ka Linis Ka" (BSHL) Project, a response to the Zero Waste Management Program at Conchu Elementary School. The research revealed significant outcomes attributed to the collaboration of advisers and the assistance of various school organizations and community officials, including YES-O Officers, SPG Officers, Teachers' Club Organization, DRRM Officers, GPTA Officers, and Barangay Officials. As a result of these collaborative efforts, there was a remarkable reduction in the amount of waste disposed of within the school premises.

In Cantos' (2019) "Trash to Cash Project," the objective was to mitigate plastic and non-biodegradable waste by converting them into funds to support school activities and programs. Proper waste segregation, particularly among students, proved advantageous for both the environment and individuals. This initiative involved collecting and sorting waste appropriately. With its clear goal and purpose, the project offered numerous benefits, providing a practical approach to generating income by selling recyclable materials while promoting environmental preservation.

Nequinto (2019) introduced the "Basura Mo, Sagot Sa Baon Ko" project through YES-O, aiming to combat absenteeism among students from disadvantaged backgrounds. Remarkably, participants who engaged in the program for at least five months saw a significant reduction in absences, dropping from 83% to 30%. Moreover, student involvement in the initiative remained high, with approximately 98% participation. Although dropout rates were not

directly addressed, the project demonstrated that students were better equipped to manage attendance-related challenges. Effective communication is crucial for ensuring regular class attendance, and programs tailored to at-risk students can improve attendance rates, enhance academic performance, and foster social development. The researcher believes this initiative will significantly assist underprivileged students in improving their attendance and academic outcomes.

Thus, integrating technology into various organizations and clubs within schools serves multiple crucial purposes. Firstly, it enhances communication and collaboration among members by utilizing platforms such as email, messaging apps, and collaborative tools, thereby improving coordination and information sharing. Instead of boring whiteboard talks, it can turn them into exciting multimedia presentations, improving the quality of professional interactions (YAROOMS, 2023). Technology also provides access to a wealth of information and educational resources online, empowering clubs to conduct research, undertake projects, and enrich their learning experiences (Ascione, 2023). Educational websites, digital libraries, and online resources have broadened the scope of learning beyond traditional textbooks. Using the aid of technology to deliver a blend of text, static images, animation, video and audio (Digital Learning Institute, 2023) encourages clubs to innovate in their approaches, whether through multimedia presentations, digital content creation, or exploring new forms of expression. Its exposure to technology within clubs prepares students for future careers by developing essential digital literacy and proficiency skills valued in the workplace, thus equipping them for success in academic and professional settings. UNESCO (2021) asserts that education's primary goal is to ready future generations for an increasingly digital landscape. This includes equipping them to navigate rapid technological advancements, manage constant access to vast new knowledge, and cultivate critical thinking, creativity, and collaboration skills essential for thriving in digital environments. In summary, the successful incorporation of technology improves operational efficiency, promotes teamwork, and creates educational avenues that bolster the development and achievements of organizations and clubs within educational institutions.

Technology Integration

Today's youth enjoy unprecedented access to modern technology, employing it in both anticipated and unforeseen ways. Technology occupies a considerable portion of their waking hours, with the vast majority

having access to a range of devices, including the Internet, cell phones, smartphones, and video games. Recent studies have raised concerns about its impact on academic performance. While technology offers both beneficial and detrimental effects on education, its influence remains a subject of ongoing debate.

Carstens et al. (2021) analyzed the impact of technology on student learning. As technology continually evolves, classrooms must adapt by incorporating additional technology and integrating it into student instruction. While technology has the potential to enhance student learning, it can also hinder the educational process. Although technology offers numerous learning opportunities and comfort for students, overreliance on it may negatively affect the development of students' fine motor skills and problem-solving abilities. Successful integration of technology in the classroom necessitates increased teacher and student training. Carstens et al. (2021) underscored that students are more comfortable and engaged with technology.

Integrating technology into the teaching and learning process is highly beneficial for learners. Forsythe (2021) confirms that technology integration improves motivation, enhances student engagement, facilitates self-regulated and collaborative learning, and promotes challenge-driven and human-centered learning. Several studies have also highlighted the role of technology in fostering active and engaging learning environments, enhancing students' critical thinking and problem-solving skills (Saal et al., 2022), and promoting digital literacy, which is essential for future success and teaching literacy skills among educators.

Various challenges accompany the transformative potential of technology integration in education. Prospective Teachers' Perceptions of Barriers to Technology Integration in Education identified internal and external obstacles, such as funding constraints, equipment shortages, limited ability, and time constraints (Adarkwah, 2020). Similarly, Adarkwah (2020) found that students cited a lack of ICT tools, internet access, and electricity as barriers to online learning. Moreover, Dublar (2023) highlighted the infrastructure and resource challenges associated with technology integration in classrooms. These challenges, including the scarcity of essential hardware, software, and reliable internet connectivity, pose formidable barriers to effective technology utilization and seamless integration into the educational landscape.

Additionally, educators identified primary obstacles hindering the successful integration of ICT into instructional practices, including slow internet

connectivity, power outages, infrastructure deficiencies, limited online teaching experience, and the need for comprehensive training initiatives (Samed et al., 2022).

As highlighted by Cebi (2019), educators generally express a positive attitude toward integrating technology into language teaching. However, they also face several challenges. These include a lack of expertise in effectively incorporating technology into language instruction, limited access to necessary resources and equipment within their teaching environments, inadequate support structures, and a deficiency in training opportunities. Collectively, these factors hinder educators' capacity to leverage technology to enhance language teaching practices.

Atabek (2019) found through initial analysis that experienced educators across various roles, including teachers, school administrators, ministerial administrators, university faculty, and education inspectors, unanimously believe that the hardware itself or its novelty does not present an obstacle to technology integration. Instead, participants emphasized that it is the knowledge, information, and processes surrounding technology integration that truly matter. This suggests that negative attitudes and incompetence can be overcome through a well-designed educational technology system coupled with teacher support through training, content, and incentives. Therefore, fostering an environment rich in knowledge, information, and effective processes is essential for success in educational technology implementation.

The infusion of technology within educational frameworks engenders a dynamic and immersive learning environment wherein students are afforded unparalleled opportunities to engage with course material in multifaceted ways. Through interactive multimedia resources, immersive virtual simulations, and collaborative online platforms, students embark on odysseys of discovery, wherein learning becomes a deeply personalized and enriching experience.

Furthermore, the integration of technology into educational pedagogies catalyzes the cultivation of crucial skills such as digital literacy, critical thinking, and problem-solving, which are indispensable in navigating the intricacies of the contemporary workforce. By equipping students with these foundational competencies, we furnish them with the tools necessary to thrive in an era defined by technological innovation and rapid change.

Today, technology exerts a significant and pervasive influence on our lives, particularly on the youth. It has become an integral part of their daily activities,

with gadgets constantly at their disposal. This widespread use of technology impacts various aspects of youth development. In educational settings, teachers utilize technology to deliver instructions effectively, selecting appropriate resources to engage students and achieve learning objectives. Meanwhile, students often use technology for leisure, entertainment, and academic tasks.

Furthermore, while technology offers numerous benefits to school clubs and organizations, barriers such as development of students' fine motor skills and problem-solving abilities (Carstens et al., 2021), funding constraints, equipment shortages, limited ability, and time constraints (Adarkwah, 2020), infrastructure and resource (Dublar, 2023), and comprehensive training initiatives (Samed et al., 2022). Overcoming these challenges requires coordinated efforts among educators, administrators, and policymakers to create supportive environments conducive to leveraging technology for enhanced learning and engagement opportunities.

Moreover, technology plays a crucial role in implementing youth-centered programs and activities within the Department of Education, such as the Supreme Student Government (SSG), Barkada Kontra Droga (BKD), National Greening Program (NGP), and Youth for Environment in School's Organization Program (YES-O). Incorporating technology tools into these programs can yield significant results. Therefore, both teachers and students need to understand and harness the advantages of technology to enhance learning and participation in various educational initiatives.

3. PRESENTATION, DATA ANALYSIS, AND INTERPRETATION

This chapter presented the evaluated results from the separate questionnaire answered by the teachers and students who are the respondents of this study. The results and recommendations of this study were the basis for the sustainable technology integration development plan and were based on the data gathered from the respondents' demographic profile, which includes the teachers, students, and schools. The extent of technology integration in the implementation of youth formation programs and the barriers and challenges during its implementation in the identified schools in Asturias District 2, Cebu, were also identified and discussed.

The data was gathered by means of two sets of questionnaires answered by 2 021 students and 150 teachers from the identified elementary and secondary schools in the District of Asturias. The content of this

chapter is the demographic profile such as age and gender, number of years in teaching, number of years as club moderator, highest educational attainment, perception of technology-assisted activities, and the total number of trainings or seminars related to youth formation programs of the teacher respondents. This chapter also includes the demographic profile of the students, such as the student's age and gender, year level, number of years as a club member, multimedia available at home, attitude scale towards technology use, and the level of interaction of students on technology-assisted activities. The profile of the school in the aspect of the number of clubs and organizations, its activities, and the school's technology resources were also identified. In addition, this chapter also revealed the extent of technology integration in the implementation of youth formation programs as perceived by the respondents' groups. Furthermore, it also reveals the significant relationship between the information identified by the teacher-respondents and the extent of technology integration in the implementation of the youth formation program.

DEMOGRAPHIC PROFILE OF THE RESPONDENT-GROUPS

Teachers

The first part of this study presented the profile of the teacher respondents, their years spent in teaching and years as club moderators, the teachers' highest educational attainment, perception of activities assisted by technology, and the level of teacher's interaction with the technology-assisted activities. The profile of teacher respondents seeks to interpret the data gathered from the survey questionnaire distributed to 150 teachers from the identified schools in the district of Asturias. It involves information including age, gender, number of years in teaching, number of years as club moderator, highest educational attainment, perception of technology-assisted activities, and the total number of training or seminars related to youth formation programs of the teacher respondents. All these data were tabulated and interpreted to find out their significance in the implementation of youth formation programs. They were also the basis for the implementation of a sustainable technology integration development plan, which is the output of this study.

Age and Gender. This is essential data that seeks to determine the level of maturity of the respondents.

Table 2 reveals the ages and gender of the teacher respondents from the identified elementary and secondary schools in Asturias District.

Table 2 Age and Gender (n=150)

Age and Gender	Male		Female		Total	
	f	%	f	%	f	%
51-60 Years Old	0	0.00	2	1.33	2	1.33
41-50 Years Old	2	1.33	23	15.33	25	16.67
31-40 Years Old	18	12.00	38	25.33	56	37.33
21- 30 Years Old	13	8.67	54	36.00	67	44.67
TOTAL	33	22.00	117	78.00	150	100.00

Table 2 presents the age and gender of the teacher respondents. It shows that the majority of the respondents were female and in the age range of 21-30 years old, with the highest percentage of 36 percent. While 51-60 years old has the lowest percentage of 1.33 percent. This implies that most of the respondents are identified as millennials. The teaching profession is seen as dominated by females, and only a few males are entering the teaching profession because it is believed that teaching requires feminine attributes. Females are seen as more tender and caring towards children. This is supported by the World Bank collection of development indicators that the percentage of female teachers in the Philippines was reported to be 87.42 %, while male teachers were only 12.58 % in 2020.

Number of Years in Teaching. A number of teaching experiences are critical in the development of the teacher's teaching skills.

Table 3 presents the number of years of teaching teachers in public schools regardless of whether it is teaching experience in elementary or secondary.

Table 3 Number of Years in Teaching (n=150)

Number of Years in Teaching	f	%
26 – 30 Years	4	2.67
21 – 25 Years	5	3.33
16 – 20 Years	11	7.33
11 – 15 Years	3	2.00
6 – 10 Years	46	30.67
1 – 5 Years	81	54.00
TOTAL	150	100.00

Table 3 reflects the number of years of teaching of the teacher respondents. It shows that most of the respondents have been teaching for 1 – 5 years, with the highest percentage being 54 percent. On the other hand, there are only three respondents who have been teaching for 11-15 years, with the lowest percentage of 2 percent.

This infers that most teacher-respondents are novices when it comes to teaching experience. As learning and expertise come with experience, experience really affects the technology integration in the implementation of student-centered activities for the development of youth. Podolsky et al. (2019) found that throughout a teacher's career, advances in student achievement are positively correlated with their teaching experience. Students are more likely to perform better on success metrics other than test scores as teachers gain expertise. When educators gain experience teaching in the same grade or subject, they become more effective educators overall, and more experienced educators benefit from each other.

Number of Years as Club Moderator. The number of years as a club moderator is vital information needed to identify the extent of the implementation of the youth formation program.

Table 4 delves into the number of years spent by teacher-respondent as club moderator.

Table 4 Number of Years as Club Moderator (n=150)

Number of Years as Club Moderator	f	%
7 Years and Above	37	24.67
6 Years	7	4.67
5 Years	21	14.00
4 Years	8	5.33
3 Years	10	6.67
2 Years	11	7.33
1 Year	26	17.33
0 Year	30	20.00
TOTAL	150	100.00

Table 4 projected the number of years as club moderator of the teacher respondents. Based on the data provided in the table, more teachers have been club moderators for seven years and above, with the highest percentage of 24.67 percent. On the other hand, there are only seven teachers who have been a club moderator for six years, garnering the lowest percentage of 4.67 percent.

This indicates that the teacher-respondent has either spent a few years or long years as a club moderator. Being a club moderator is one of the ancillary functions of teachers in the Department of Education. De Ruiter, et al. (2020) described the experience of teachers with multiple ancillary functions and found that most teachers saw improvements in their experience that pushed them to strive for greater personal growth and that teachers who perform a variety of ancillary duties benefit greatly in terms of their professional and personal growth.

Highest Educational Attainment. Information from the educational background of the respondents provides significant information that will serve as a reference for the organization's human resource purposes.

Table 5 presents the information about the highest educational attainment of the teacher-respondents of the study.

Table 5 Highest Educational Attainment (n=150)

Highest Educational Attainment	f	%
Masters' Degree Holder	8	5.33
With Masters' Degree Units	108	72.00
Bachelor's Degree	34	22.67
TOTAL	150	100.00

Table 5 revealed the highest educational attainment of the teacher respondents. As presented in the table, most of the teachers have master's degree units, with the highest percentage being 72 percent. On the other hand, there are only eight teachers who hold master's degrees, with the lowest percentage being 5.33 percent.

This infers that the majority of the teacher-respondents had started and gone through professional and personal growth by pursuing graduate studies and that there are no teacher-respondents who lack the educational qualifications to implement the different programs in youth formation. Sevim and Akin (2021) revealed that the primary reasons teachers pursued graduate education were to further their careers as academics and to further their personal and professional growth, and graduate education equipped teachers with knowledge of the field and profession as well as scientific thinking and research, communication, teaching, and evaluation abilities. This encompasses a broad spectrum of objectives, including the enhancement of their knowledge base, the development of new skills, and the overall enrichment of their professional capabilities. Teachers aimed to deepen their understanding of their specific subject areas and to stay updated with the latest developments in educational theories and practices. It equipped them with an extensive knowledge of their field and profession, ensuring they were well-versed in both foundational and contemporary concepts. This dual focus on traditional and modern aspects of their discipline guaranteed that they not only understood the historical and theoretical underpinnings of their profession but also stayed abreast of the latest advancements and current trends. By delving deeply into foundational theories, the program equipped them with a solid understanding of the core principles that form the bedrock of their field. This included an exploration of seminal works, critical methodologies, and key historical developments that have shaped their discipline over time.

Perception On Technology Assisted Activities. This section shows the perception of the teacher-respondents on technology-assisted activities, whether the teacher is affirmative or not about the implementation of the activities assisted by technology.

Table 6 shows the perception on technology assisted activities of the teacher-respondents.

Table 6 Teachers' Perception on Technology Assisted Activities (n=150)

Statement	Mean	VD
Promotes student collaboration	3.55	SA
Is effective because I believe I can implement it successfully	3.29	SA
Promotes the development of communication skills (e.g., writing and presentation skills).	3.50	SA
Is successful only if teachers have access to a computer at home	2.95	A
Makes teachers feel more competent as educators and facilitators	3.43	SA
Is successful only if there is adequate teacher training in the uses of technology for teaching and learning	3.37	SA
Requires extra time to plan learning activities.	3.32	SA
Is effective only when extensive computer resources are available.	3.19	A
Is difficult because some students know more about computers than many teachers do.	2.45	D
Is only successful if computer technology is part of the students' home environment.	3.09	A
Promotes the development of students' interpersonal skills (e.g., ability to relate or work with others).	3.43	SA
Motivates students to get more involved in learning activities	3.61	SA
Is effective if teachers participate in the selection of computer technologies to be integrated.	3.25	A
Average Weighted Mean	3.26	Strongly Agree

Legend: 3.26-4.00 – Strongly Agree (SA); 2.51-3.25 – Agree (A); 1.76-2.50 – Disagree (D); 1.00-1.75 – Strongly Disagree (SD)

Table 6 is filled with statements that describe the perception of teacher-respondents on technology-assisted activities. According to the outcome of the survey, the majority of the teachers asserted that technology motivates students to get more involved in learning activities, with the highest mean of 3.61, which means they strongly agree. On the other hand, teachers disagreed that technology is difficult because some students know more about computers than many teachers do, having the lowest mean of 2.45, with a verbal description of disagree. Furthermore, the overall average weighted mean of the perception of teacher-respondents on technology-assisted activities is 3.26, with a verbal description of strongly agree.

This indicates that the teachers think that these technology-assisted activities will become more successful and effective only if there is adequate teacher training in the uses of technology for teaching and learning, and most of the teacher-respondents believe that the conduct of activities assisted by technology promotes student collaboration. This implies that teacher-respondents are aware and affirmative of the positive effect of technology on the conduct of activities.

This survey coincides with the results of the study by Budiarto et al. (2021) on the implementation of computer-assisted learning in High Schools: Teachers and Students' perspective. The results revealed that the school was in the ready category to carry out collaborative learning using information technology, especially the use of computers. The teachers' response revealed that 100% agreed that computer-assisted learning was interesting to be used as a learning innovation. This overwhelming consensus highlights a significant recognition of the benefits that technology can bring to the educational process.

Total Number of Trainings/Seminars Attended Related to Youth Formation Programs. Training and seminars are vital in the professional and personal development of the teacher, and they also affect the teacher's performance in their teaching profession. More so, it contributed to how the teacher implements programs and activities in school that are under the teacher's ancillary tasks and responsibilities. Teachers noted that computer-assisted learning could make lessons more engaging and interactive for students. They pointed out that digital tools and resources have the capability to transform traditional teaching methods, adding elements of interactivity and multimedia that can capture students' attention more effectively than conventional approaches.

Table 7 displayed the total number of trainings/seminars attended by the teacher-respondents related to youth formation programs.

Table 7 Total Number of Trainings/Seminars Attended Related to Youth Formation Programs (n=150)

Total Number of Trainings/Seminars Attended Related to Youth Formation Programs	f	%
None	69	46.00
A full day or less	47	31.33
More than a full day and less than a one semester course	30	20.00
A one –semester course	4	2.67
TOTAL	150	100.00

Table 7 presents the total number of trainings and seminars attended by the teacher-respondents related to youth formation programs. It showed that 69 or 46.00 percent of the teacher-respondents have no training and seminars related to youth formation programs, with the highest percentage of 46 percent. On the other hand, there are only four teachers who attended one semester of course training, with the lowest percentage being 2.67 percent.

116 or 77.33 percent of the teacher-respondents had a full day, less than a full day, and no training at all about youth formation programs. It is also apparent that 116 or 77.33 percent of the teacher-respondents need additional training and seminars about youth formation programs since a full day of training and seminars does not guarantee expertise, efficiency, and effectiveness. Moreover, there is a need for a sustainable technology integration development plan, which is the output of this study as a guide for these teachers in the effective technology integration in the implementation of the different youth formation programs in school.

Students

The profile of the research respondents for students is geared to interpret the data gathered from the survey distributed to 2 021 students from the identified elementary and secondary schools in Asturias District 2. It includes information such as age and gender, year level, number of years as a club member, multimedia available at home, students' attitude scale towards technology use, and the students' level of interaction with technology-assisted activities. All the gathered data were tallied, collated, and tabulated to identify the needed sustainable technology integration development plan. This included assessing existing infrastructure, evaluating the proficiency levels of educators and students with digital tools, and understanding the challenges and opportunities associated with integrating technology into pedagogical practices.

Age and Gender. This is essential data that seeks to determine the level of maturity of the respondents.

Table 8 presents the age and gender of the student-respondents from the identified elementary and secondary school in Asturias District.

Table 8 Students' Age and Gender (n=2021)

Age and Gender	Male		Female		Total	
	f	%	f	%	f	%
16 Years and Above	426	21.08	343	16.97	769	38.05
13 – 15 Years Old	383	18.95	323	15.98	706	34.93
10 – 12 Years Old	296	14.65	250	12.37	546	27.02
TOTAL	1105	54.68	916	45.32	2021	100.00

Table 8 presents the age and gender of the student respondents. It shows that the majority of the respondents are male and have an age range of 16 years and above, with the highest percentage of 21.08 percent. On the other hand, there are only 250 females in the age range of 10-12 years old, having the lowest percentage of 12.37. The findings indicate that the majority of participants are currently attending high school and display a strong proficiency and engagement with technology.

This suggests that these students are not only familiar with technological tools and devices but also actively utilize them in their daily lives, both for educational purposes and personal interests. This dual usage of technology for both educational and personal pursuits reflect a comprehensive and sophisticated understanding of digital environments, making them adept at balancing and integrating technology into multiple facets of their lives. They might engage with social media, play video games, create and consume digital content, or explore new software and applications for entertainment and self-expression. Additionally, the exploration of new software and applications for entertainment and self-expression is a common practice among young people. They are often early adopters of the latest technologies, experimenting with new apps that enhance their digital experiences, whether for photo editing, music creation, virtual reality exploration, or digital storytelling. These

tools not only provide entertainment but also empower them to innovate and express themselves in novel and creative ways.

Along with the results of the age and gender of students, it was reported by the Llego (2023) that the enrollment for the school year 2022-2023 was around 68% or around four (4) million out of six (6) Filipinos aged 16 to 18 years old are enrolled in senior high school. However, only 32%, or at least 1.9 million Filipinos, are not enrolled in senior high school. It suggests that while a majority of students are benefiting from secondary education, a significant minority remains outside the formal education system, which could have long-term implications for their future opportunities and socio-economic mobility. The data underscores the need for targeted interventions to address the barriers preventing these young individuals from enrolling in and completing their secondary education. The pervasive use of these technologies highlights the significant role they play in shaping the lives and identities of young people today. As digital natives, they are adept at navigating complex digital landscapes, leveraging technology to enhance their social interactions, creative endeavors, and entertainment experiences.

Year Level. This section presents the year level of the student-respondents, which contributed to identifying the current year level of the students in their education.

Table 9 presents the year level of the student-respondents from the identified elementary and secondary school in Asturias District.

Table 9 Year Level (n=2021)

Year Level	f	%
Grade 12	275	13.61
Grade 11	217	10.74
Grade 10	317	15.69
Grade 9	244	12.07
Grade 8	231	11.43
Grade 7	191	9.45
Grade 6	234	11.58
Grade 5	312	15.43
TOTAL	2021	100.00

Table 9 presents the year level of the student respondents. It shows that there are 317 students currently in grade 10, having the highest percentage of 15.69. On the other hand, there are only 191 grade 7 students, having the lowest percentage of 9.45. The data gathered implies that many of the student respondents were in junior high. It can also be noted that the gap between the percentage of student respondents per grade level is not too big. Murad et al. (2019) discovered that educational outputs are significantly impacted by the use of new technology, particularly when it comes to student education. Multimedia is frequently utilized to complete the educational process engagingly and straightforwardly since it is a potent tool for increasing learning during the process of educational training.

Number of Years as Club Members. The number of years as a club member is vital information needed to identify the extent of the implementation of the youth formation program.

Table 10 projects the number of years as a member of any club spent by the student-respondents.

Table 10 Number of Years as Club Members (n=2021)

Number of Years as Club Members	f	%
7 years and above	17	0.84
6 years	40	1.98
5 Years	25	1.24
4 Years	49	2.43
3 years	81	4.0
2 years	134	6.63
1 year	248	12.27
0 year	1427	70.61
TOTAL	2021	100.00

Table 10 revealed the number of years of club membership of the student respondents. It shows that the majority of the students have been club members for only less than a year, with the highest percentage of 70.61 percent. On the other hand, there are only 17 students who have been club members for seven years or more, with the lowest percentage being 0.84 percent.

Since the majority of the student respondents are not involved in school clubs and organizations, therefore, there is a need for them to be engaged in school clubs and organizations. Norman (2023) highlighted how involvement in extracurricular school groups may help students develop their leadership abilities and cultural sensitivity while they are in high school and college. The study's findings showed a significant developmental association between previous high school involvement, present college involvement, and changed leader capacity. With this, students and teachers need to be guided by a sustainable technology integration development plan to ensure full participation in the different youth formation programs such as school clubs and organizations.

Multimedia Available at Home. The information from this section is the available multimedia of the student-respondent at home. This information will be used to determine if the students have access to technology at home.

Table 11 reflects the data on the available multi-media resources such as television, laptop, radio, and internet of the student-respondents.

Table 11 Multimedia Available at Home (n=2021)

Multimedia Available at Home	Available	f	Not Available	f
Television	1, 409	69.72	612	30.28
Transistor Radio	889	43.99	1132	56.01
Computer/Laptop	607	30.03	1414	69.97
Internet	997	49.33	1024	50.67
Others (Tablet & CD Player)	593	29.34	1428	70.66
TOTAL		44.48		55.52

Table 11 showed that among the multimedia resources of the student respondents at home, there were very few respondents who had tablets and CD players 593 or 29.34 percent and computers, with only 607 or 30.03 percent of the student respondents answered that a computer is available at their home. The data gathered also showed that the majority of the student-respondents have television, and they have access to the Internet 1, 409 or 69.72 percent for television and 997 or 49.33 percent for the Internet. Apparently, computers and tablets are much more expensive than television and radio. Since television and radio are cheaper, most of the student respondents have access to these multimedia resources, which are still valuable and informative. Muthuprasad et al. (2021) recommended that the institution give students access to the Internet and a comfortable space. The accessibility of educational resources or gadgets is equally crucial. Even though technology has advanced to the point where most people have access to it, some people still do not. Addressing this issue requires a concerted effort from governments, educational institutions, and the private sector to bridge the digital divide. As a result, they may struggle to keep up with their studies and miss out on the countless benefits that technology can offer. Many individuals enjoy the benefits of modern technology, including high-speed internet, laptops, tablets, and smartphones, which facilitate their access to a vast array of educational resources. These tools enable them to engage in online learning, participate in virtual classrooms, and access information and educational content from anywhere at any time. This level of access has transformed the educational landscape, making it more flexible and inclusive for those who can afford and access these technologies. Technological advancements have made educational resources more accessible to many, there remains a significant portion of the population that continues to face challenges in accessing these vital tools.

Attitude Scale Towards Technology Use. This section shows the attitude scale of the student respondents on technology use and whether the student is affirmative or not.

Table 12 dishes out the attitude scale of the student-respondents towards technology use. This includes statements that describe student's attitude towards the use of technology in the implementation of different youth formation programs.

Table 12 Attitude Scale Towards Technology Use (n=2021)

Statement	Mean	VD
I enjoy using technology	3.12	A
I avoid using technology when I can	2.47	D
I think using technology in class takes up too much time	2.69	A
I know that technology can help me to learn & create many new things	3.24	A
Technology intimidates and threatens me	2.48	D
Technology evidently improves learning and communication	3.08	A
Student should know how to operate basic handheld devices & equipment in doing individual/group task	3.14	A
I would be a better learner if I knew how to use technology properly.	3.39	SA
I'm very confident when it comes to working with technology at home.at work and at school	2.95	A
I'm very positive when it comes to working with technology with classmates, teachers, and friends	3.02	A
I want to learn more about using technology for my future career use.	3.37	SA
I believe that I can improve my technology skills with the help of my teachers.	3.38	SA
Using technology can help build my personal values (leadership, Camaraderie, Sportsmanship, Honesty, Confidence, etc...)	3.00	A
Technology can increase my involvement in youth organized activities	2.95	A
Average Weighted Mean	3.02	Agree

Legend: 3.26-4.00 – Strongly Agree (SA); 2.51-3.25 – Agree (A); 1.76-2.50 – Disagree (D); 1.00-1.75 – Strongly Disagree (SD)

Table 12 presents the attitude scale of the students towards the use of technology. It shows that the majority of the students asserted that it would be better if they knew how to use technology properly, with the highest mean of 3.39, with a verbal description of strongly agree. On the other hand, the statement, "I avoid using technology when I can," has the least weighted mean of 2.47, with a verbal description of disagree. Moreover, the attitude scale of the students towards the use of technology has an average weighted mean of 3.02, which means agree. This implies that the student-respondents are open to using technology, that technology does not intimidate them, and they have a positive outlook on using technology. This survey results coincide with the study by Pan (2020) on students' technology acceptance, technological self-efficacy, attitude toward technology-based self-directed learning, and learning motivation. The results indicated that students' acceptance and self-efficacy had a significant relationship with their attitude toward technology use. It further highlighted that student experienced greater acceptance and efficacy and a higher attitude towards the effects of technology environments and technology-based self-directed learning. It revealed that students experienced a greater sense of acceptance and efficacy within technology-enhanced learning environments. This increased acceptance indicates that students are more comfortable and open to integrating technological tools into their educational routines. Students are increasingly recognizing the benefits of these technologies, such as the ability to access information quickly, collaborate with peers across distances, and engage with content in more interactive and meaningful ways.

Level of Interaction on Technology-Assisted Activities. This section shows the level of student-respondent interaction in technology-assisted activities. This information is significant in identifying the degree to which the students engage in activities assisted by technology.

Table 13 shows the level of interaction on technology assisted activities by the student-respondents.

Table 13 Level of Interaction on Technology Assisted Activities (n=2021)

Statement	Mean	VD
I get more actively involved in activities that use technology	3.43	SA
I am more likely to attend classes when materials from discussion are available online.	2.70	A
When I entered the room, I was adequately prepared to use the technology needed in my subject	2.45	D
Technology makes me feel connected to what's going on at the school	2.96	A
Technology makes me feel connected to other students and teachers	2.95	A
Technology interferes with my ability to concentrate and think deeply about subjects I care about.	2.49	D

I am concerned that technology advances may increasingly invade my privacy.	2.87	A
I am concerned about cyber security (password protection and hacking). In-class/Activity use of mobile devices is distracting to me.	2.48	D
During activities, use of mobile devices is distracting to my teacher.	2.89	A
Use of tablets/laptops in class improves my engagement with the content and class.	2.80	A
Multitasking with my technology devices sometimes prevents me from concentrating on or doing the work that is most important.	3.39	SA
When it comes to social media (e.g. Facebook, Twitter, LinkedIn), I like to keep my academic life and social life separate.	3.03	A
I wish my teachers in the school would use and integrate more technology in their teaching.	3.28	SA
Average Weighted Mean	2.90	Agree

Legend: 3.26-4.00 – Strongly Agree (SA); 2.51-3.25 – Agree (A); 1.76-2.50 – Disagree (D); 1.00-1.75 – Strongly Disagree (SD)

Table 13 presents the level of interaction in technology-assisted activities of the student respondents. It shows that most of the students get more actively involved in activities that use technology, with the highest weighted mean of 3.43. On the other hand, the statement "When I entered the room, I was adequately prepared to use the technology needed in my subject" has the least weighted mean of 2.45, with a verbal description of disagree. Overall, the level of interaction on technology-assisted activities has an average weighted mean of 2.90, which means agree.

This proves that the students can assess and identify the advantages, disadvantages, and limitations of using technology devices. It also indicates that students are motivated to engage, and they can learn best if technology is part of the learning process. There is little attention paid to the needs and preferences of individual learners, and as a result, all learners are treated in the same way. Student engagement has become a central issue in learning; it is also an indicator of educational quality and whether active learning occurs in classes (Nkomo et al., 2021).

School

The profile of the school is geared to interpret the data gathered from the survey distributed to 150 teachers from the identified elementary and secondary schools in Asturias District 2. It includes information such as the number of clubs and organizations, the number of activities implemented by the school, and the school's available technology resources. All the gathered data were tallied, collated, and tabulated to identify the needed sustainable technology integration development plan for students and teachers in their respective schools.

Number of Clubs/Organizations. It refers to the school's number of clubs or organizations. This is essential to the effectiveness and efficiency of the implementation of youth formation activities and programs.

Table 14 shows the number of clubs or organizations inside the elementary and secondary school in Asturias District 2.

Table 14 Number of Clubs/Organizations (n=150)

Number of Clubs/Organizations	f	%
9 and above	20	13.33
7 - 8	26	17.33
5 - 6	43	28.68
3 - 4	26	17.33
1 - 2	35	23.33
TOTAL	150	100.00

Table 14 presents the number of clubs/organizations in the elementary and secondary schools of Asturias 2. It shows that most of the schools have 5-6 clubs or organizations, with the highest percentage of 28.68 percent. On the other hand, there are only 20 schools with nine or more clubs or organizations, with the lowest percentage being 13.33 percent.

It implies that most of the schools have implemented functional five (5) to six (6) clubs or organizations, which include academic and extracurricular clubs in accordance with DepEd Order No. 47, series of 2014, the "Constitution And By-Laws Of The Supreme Pupil Government And Supreme Student Government In Elementary And Secondary Schools."

Number of Clubs/Organizations' Activities. It refers to the school's number of clubs or organizations activities. The information from this section will be beneficial to the effectiveness and efficiency of the implementation of youth formation activities and programs.

Table 15 presents the number of activities initiated and implemented by the different school clubs and organizations.

Table 15 Number of Clubs/Organizations' Activities (n=150)

Number of Clubs/Organizations' Activities	f	%
17 and more	9	6.00
13 - 16	7	4.67
9 - 12	15	10.00
5 - 8	64	42.67
1 - 4	55	36.66
TOTAL	150	100.00

Table 15 shows the number of activities initiated and implemented by the different school clubs and organizations. It shows that most of the schools have 5- 8 activities, with the highest percentage of 42.67 percent. On the other hand, there are only seven schools with 13-16 activities, with the lowest percentage of 4.67 percent. This implies that the school has already taken the initiative to provide students with not just academic but also extracurricular activities. Subsequently, young and adult students who participate in extracurricular activities like school clubs, athletics, etc., are more likely to succeed academically in the future, develop personally, and become involved in their communities and civic duties (Norman, 2023).

Technology Resources. Technology, when maximized to its full potential, can help teachers and students achieve the desired learning goals; it also enhances the relationships between teachers and students. Additionally, technology can help carry out schools' programs, projects, and activities effectively and efficiently. Therefore, attention should be given to ensuring that technology is used appropriately and progressively.

Table 16 reveals the school technology resources. This includes handheld devices, computers, internet, smart television, and more.

Table 16 Technology Resources (n=150)

School Technology Resources	Limited Resources		Sufficient Resources		Plenty Resources	
	f	%	f	%	f	%
Handheld Devices	111	74.00	39	26.00	0	0
Computers; tablets	135	90.00	15	10.00	0	0
LED/Smart TV's; Projectors	85	56.67	60	40.00	5	3.33
Audio Devices	112	74.67	36	24.00	2	1.33
TOTAL	443	73.84	150	25.00	7	1.16

Table 16 displays the technology resources available in schools. It shows that most schools have limited resources for computers and tablets, with the highest percentage being 90 percent. On the other hand, there are only two schools with plenty of resources for audio devices, with the lowest percentage of 1.33 percent. There are no schools with plenty of resources for handheld devices and computers/tablets.

It is very reasonable that the provision of these technology resources, such as LED/Smart TVs, Computers, and handheld devices, should be one the focus of the school administrators. Procurement of these resources should be given attention as research has proven that technology can enhance the teaching- learning process. Serdyukov (2017) stated that the need for educational innovations has become acute. It emphasizes the value of education and innovation, communication, information media and technology, and life and career skills for students to fulfill their dreams and help create a progressive, unified country.

EXTENT OF TECHNOLOGY INTEGRATION IN THE IMPLEMENTATION OF YOUTH FORMATION PROGRAMS

This section presents the extent of technology integration in the implementation of Youth Formation Programs such as Supreme Student Government, Barkada Kontra Droga, National Greening Program, and Youth for Environment in School's Organization Program. The data from this section will determine how advanced or poor the integration of technology in the implementation of the different activities under the youth formation program. The data will be used in the crafting of a sustainable technology integration development plan, which is

the output of this study. This will guide the teachers in properly implementing the different programs and activities for youth development with the integration of technology. As technology enhances the delivery of instruction, technology should be part of the teaching-learning process. This contains statements that will determine the extent of technology integration in the implementation of youth formation programs such as Supreme Student Government, Barkada Kontra Droga, National Greening Program, and Youth for Environment in School's Organization Program.

Table 17 presents the statements related to technology integration and the responses of the respondent-groups under Supreme Student Government.

Table 17 Extent of Technology Integration as to Supreme Student Government (n=2171)

Statements	Mean	VD
Technology-Integration can solve many of our educational problems.	2.35	S
Technology-Integration will bring new opportunities for organizing teaching and learning	3.05	VS
Technology-Integration saves time and effort for both teachers and students.	2.39	S
Technology-Integration increases access to education, training, and activities.	3.06	VS
Average Weighted Mean	2.71	VS

Legend: 3.26-4.00 – Advanced (A); 2.51-3.25 – Very Satisfactory (VS); 1.76-2.50 – Satisfactory (S); 1.00-1.75 – Poor (P)

Table 17 presents the extent of technology integration in the implementation of youth formation programs as to supreme student government. It shows that the statement "Technology-Integration increases access to education, training, and activities" has the highest weighted mean of 3.06, with the verbal description of very satisfactory. On the other hand, the statement "Technology-Integration can solve many of our educational problems" has the lowest percentage of 2.35, with a verbal description of satisfactory. Overall, the extent of technology integration in the implementation of youth formation programs as to supreme student government has an average weighted mean of 2.71, which means very satisfactory. This implies that the respondents have easy access to opportunities for education, training, and activities.

This was supported by the study of Yilmaz, A. (2021), which indicates that a gradual integration of technology into the educational process improves the critical and creative thinking, multifaceted 21st-century skills, and academic achievements of aspiring teachers. Further analysis of the results implies that since it has a positive effect on the teacher, it can also affect the performance of the students.

According to Ismajli, et al. (2020), the performance of students was positively impacted by teachers who received coaching on integrating technology, and there was a greater frequency of students exhibiting critical thinking behaviors in the classroom as compared to the group of teachers who did not receive coaching.

Table 18 shows the respondents' responses to the statements under Barkada Kontra Droga. This will determine the extent of technology integration in the implementation of the activities and programs of BKD.

Table 18 Extent of Technology Integration as to Barkada Kontra Droga (n=2171)

Statements	Mean	VD
Technology-Integration in school activities will increase the teachers/student's participation in the implemented programs and activities.	3.21	VS
Technology-Integration enables collaboration and participation in BKD's activities and programs	3.07	VS
Technology-Integration can engage learners more than other forms of integration.	2.38	S
Average Weighted Mean	2.89	VS

Legend: 3.26-4.00 – Advanced (A); 2.51-3.25 – Very Satisfactory (VS); 1.76-2.50 – Satisfactory (S); 1.00-1.75 – Poor (P)

Table 18 presents the extent of technology integration in the implementation of youth formation programs such as Barkada Kontra Droga. It reveals that the statement "Technology-Integration in school activities will increase the teachers/student's participation in the implemented programs and activities" has the highest weighted mean of 3.21, which means it is very satisfactory. While the statement "Technology-Integration can engage learners more than other forms of integration" has the least weighted mean of 2.38, with a verbal description satisfactory. Overall, the extent of technology integration in the implementation of youth formation programs as to barkada kontra droga has an average weighted mean of 2.89, which means it is very satisfactory.

This means that the respondents believed that the increased participation of the teachers and students in the BKDs is due to effective technology integration. Research has revealed that technology has both beneficial and detrimental effects on student involvement. In connection, Steedman (2023) concluded that teachers' use of technology has an impact on students' views, which can have a positive or bad impact on participation.

Table 19 reveals the responses of the respondent-groups about the extent of technology integration in the implementation of the activities and programs under the National Greening Program.

Table 19 Extent of Technology Integration as to National Greening Program (n=2171)

Statements	Mean	VD
Technology-Integration increases the quality of the implementation of the organization's activities because it integrates all forms of media: print, audio, video and animation.	3.34	A
Technology-Integration increases the flexibility of implementation.	3.03	VS
Technology-Integration improves communication between students and teachers.	3.20	VS
Average Weighted Mean	3.19	VS

Legend: 3.26-4.00 – Advanced (A); 2.51-3.25 – Very Satisfactory (VS); 1.76-2.50 – Satisfactory (S); 1.00-1.75 – Poor (P)

Table 19 shows the extent of technology integration in the implementation of youth formation programs as to the national greening program. It shows that the statement “Technology-Integration increases the quality of the implementation of the organization's activities because it integrates all forms of media: print, audio, video, and animation” has the highest weighted mean of 3.34, which means advanced. The statement “Technology-Integration increases the flexibility of implementation” has the least weighted mean of 3.03, with a verbal description of very satisfactory. Overall, the extent of technology integration in the implementation of youth formation programs as to national greening program has an average weighted mean of 3.19, which means very satisfactory.

This implies that the respondents applied technology integration in the implementation of the National Greening Program's activities and programs to achieve the desired outcomes. Hero (2019) revealed that technology integration exerts a significant impact on teaching performance, where productivity and professional practice are predictors. The National Greening Program implementation in Bukidnon is partially implemented because of the issues encountered, such as infrastructure, lack of technical capabilities, and marketability of the harvested crops, to name a few. With this, technology integration played a vital role. This includes insufficient transportation networks, which are essential for the efficient movement of seedlings, tools, and personnel to reforestation sites. Poor road conditions and the lack of proper storage facilities for seedlings further complicate the logistical aspects of the program, slowing down the reforestation efforts and increasing the overall cost of implementation.

Table 20 reflects the statements and responses of the respondents under the Youth for Environment in School Organization Program. This will determine the level of technology integration in the implementation of YES-O activities.

Table 20 Extent of Technology Integration as to Youth for Environment in School's Organization Program (n=2171)

Statements	Mean	VD
Technology-Integration enhances the pedagogic value of a school program.	3.21	VS
School should adopt more and more Technology-Integration in all school activities for the benefit of their students.	3.17	VS
Integrating technology in the implementation of school program is important for student success and teacher development	3.36	A
Average Weighted Mean	3.25	VS

Legend: 3.26-4.00 – Advanced (A); 2.51-3.25 – Very Satisfactory (VS); 1.76-2.50 – Satisfactory (S); 1.00-1.75 – Poor (P)

Table 20 shows the extent of technology integration in the implementation of youth formation programs for the environment in the school's organization program. It presents that the statement “Integrating technology in the implementation of the school program is important for student success and teacher development” has the highest weighted mean of 3.36, with a verbal description of advanced. On the other hand, the statement “School should adopt more and more Technology-Integration in all school activities for the benefit of their students” has the lowest weighted mean of 3.17, with a verbal description of very satisfactory. Overall, the extent of technology

integration in the implementation of youth formation programs for the environment in the school's organization program has an average weighted mean of 3.25, which is very satisfactory.

This implies that the respondents really understand the benefits or importance of integrating technology in the achievement of an organization's goals and the success of the implemented programs and activities. For student success, a study by Kilag et al. (2023) states that students should be prepared for the needs of a labor market that is always changing; research emphasizes the significance of striking a balance between technology education and the development of critical soft skills. The findings of the study have important implications for educational practice and policy, emphasizing the necessity of giving priority to teacher empowerment and developing future-focused vocational education ecosystems that produce a workforce that is knowledgeable and flexible.

Table 21 Summary Tables on Extent of Technology Integration in the Implementation of Youth Formation Programs (n = 2171)

Factors	Mean	VD
Supreme Student Government	2.71	VS
Barkada Kontra Droga	2.89	VS
National Greening Program	3.19	VS
Youth for Environment in School's Organization Program	3.25	VS
Average Weighted Mean	3.01	VS

Legend: 3.26-4.00 – Advanced (A); 2.51-3.25 – Very Satisfactory (VS); 1.76-2.50 – Satisfactory (S); 1.00-1.75 – Poor (P)

Table 21 shows the summary of tables on the extent of technology integration in the implementation of youth formation programs. This indicates that all of the factors had reached a verbal description of very satisfactory. The table shows that the Youth for Environment in School's Organization Program has the highest weighted mean of 3.25. Meanwhile, the Supreme Student Government has the least weighted mean of 2.71, with a verbal description that is very satisfactory. This implies that technology integration is more common in organizations that involve the youth and the environment, as these groups often prioritize innovation and sustainability, leveraging modern tools and digital platforms to engage and educate their audiences effectively.

Thanks to technology, teachers can adapt lessons to each student's requirements and learning style. Adaptive learning platforms guarantee that every student has a personalized learning route by modifying the content's pace and difficulty according to their performance (Bhat, 2023). Students can work together virtually as well as in the classroom, thanks to technology. Students can collaborate on projects, exchange ideas, and learn from one another via online resources, message boards, and virtual classrooms.

Table 22 Independent Sample T-Test of the extent of technology integration when analyzed as to gender

	Gender	N	Mean	SD	SE	t	P value
perception on technology assisted activities	Male	32	3.27	.33	.06	0.094	0.925
	Female	118	3.26	.40	.04		
Supreme Student Government	Male	32	3.24	.56	.10	3.251	0.001
	Female	118	2.94	.45	.04		
Barkada Kontra Droga	Male	32	3.25	.62	.11	2.231	0.027
	Female	118	3.01	.52	.05		
National Greening Program	Male	32	3.32	.45	.08	1.943	0.054
	Female	118	3.11	.58	.05		
Youth for Environment in School's Organization Program	Male	32	3.19	.55	.10	1.638	0.104
	Female	118	3.00	.59	.05		

Table 22 revealed the result of the independent sample t-test to test the significant difference in the extent of technology integration in the implementation of youth formation programs when analyzed as to gender, where 150 respondents (32 male and 118 female) were taken. Findings revealed that Perception of Technology Assisted Activities has $t = 0.094$ with a p-value of 0.925, National Greening Program with $t = 1.943$ with a p-value of 0.054, and Youth for Environment in School's Organization Program with $t = 1.638$ with a p-value of 0.104, hence there no significant difference given that the p-value is greater than 0.05. On the other hand, Supreme Student Government has $t = 3.251$ with a p-value of 0.001 and Barkada Kontra Droga with $t = 2.231$

with a p-value of 0.027. Therefore, Supreme Student Government and Barkada Kontra Droga have a significant difference because the p-value is less than 0.05.

This analysis revealed that two (2), which are Supreme Student Government and Barkada Kontra Droga, were accepted because the computed p- value is less than 0.05, and three (3) variables: Perception on Technology Assisted Activities, National Greening Program, and Youth for Environment in School’s Organization Program were rejected because its computed p-value is higher than 0.05. This implies that the gender of the respondents plays a significant role in influencing their use of technology, particularly in the context of Involvement with the Supreme Student Government (SSG) and the Barkada Kontra Droga (BKD) initiatives. Specifically, it suggests that male and female respondents may differ in their patterns, preferences, and frequency of technology usage when engaging with these organizations. For instance, male students might be more inclined to utilize certain digital platforms or tools for communication and coordination within these groups, whereas female students could show a preference for different technologies that they find more accessible or user-friendly.

Lu and Song (2018) examined the role of teacher gender in education production and revealed that females who have female teachers perform better on tests and are more mentally and socially adjusted than guys. There is proof that female teachers give feedback to students differently than they do to boys and that having a female teacher changes girls' perceptions of the stereotypes associated with gender and makes them more eager to study.

Table 23 Significant relationship between the identified related information of the teacher and extent of technology integration

	Age	Number of Years in Teaching	Number of Years as Club Adviser/ Moderator/ Coordinator	Highest Educational Attainment	perception on technology assisted activities	SSG	BKD	NGP	YESO
Age	1								
Number of Years in Teaching	.430**	1							
Number of Years as Club Adviser/ Moderator/ Coordinator?	.902**	.538**	1						
Highest Educational Attainment	.578**	.390**	.719**	1					
perception on technology assisted activities	-.023	-.005	-.036	-.023	1				
Supreme Student Government	.099	.056	.145	.056	-.072	1			
Barkada Kontra Droga	.092	.029	.112	.065	-.018	.542**	1		
National Greening Program	.041	-.102	.060	-.019	-.065	.478**	.660**	1	
Youth for Environment in School's Organization Program	-.029	-.053	.005	-.053	-.077	.486**	.598**	.623**	1

****.** Correlation is significant at the 0.01 level (2-tailed).

Table 23 revealed the result of zero-ordered correlation via Spearman rho coefficient directed to test whether the identified related information of the teachers such as number of years in teaching, number of years as club/organization adviser, highest educational attainment, and perception of technology-assisted activities, significantly correlates the extent of technology integration in the implementation of youth formation programs.

Data revealed that there is a significant relationship between the profile of the teachers as to the number of years in teaching and the perception of technology-assisted activities with r_s of -0.005, which is less than the p -value of 0.01.

Also, there is a significant relationship between the Number of Years as Club Adviser/Moderator/Coordinator and the Youth for Environment in School's Organization Program with r_s of .005, which is less than the p -value of 0.01, while the rest of the identified related information of the teachers have no significant relationship as to the extent of technology integration having an r_s greater than the p -value of 0.01.

These findings manifested that the number of years spent by teachers as club advisers/moderators affects the extent of technology integration in the implementation of programs and activities under the Youth for Environment in School's Organization Program and the teachers' number of years in teaching also affects their perception on technology-assisted activities. This finding jives with the average teaching experience of one (1) to five (5) years, which indicates that most teachers are still novices in the service, and 37.33 percent of the teachers have only one year or less experience as club advisers/moderators. As learning and expertise come with experience, experience really affects the technology integration in the implementation of student-centered activities for the development of youth. The study by Hero (2019) considers that the goal of technological integration was successfully achieved, particularly in terms of improving the quality of education that is now provided. Regretfully, a number of studies cast doubt on the advantages of integrating technology into the classroom. The results show that although the teachers thought that integrating technology would help their students succeed, their performance and methods did not match this evolving significance. These technologies have the potential to make learning more engaging and effective, fostering a deeper understanding of complex concepts and enhancing students' overall academic performance. Teachers were optimistic that technology could cater to diverse learning styles and needs, offering tailored educational experiences that traditional teaching methods might not be able to provide.

However, despite these positive perceptions, the study revealed that the practical application of technology in the classroom often fell short of these high expectations. Several factors contributed to this gap between belief and practice. One significant issue was the teachers' own familiarity and comfort with using technology. While they recognized its potential benefits, many teachers lacked the necessary training and experience to integrate technology seamlessly into their teaching methods.

BARRIERS AND CHALLENGES IN THE TECHNOLOGY INTEGRATION IN THE IMPLEMENTATION OF YOUTH FORMATION PROGRAMS

It is very important to identify the barriers and challenges met by the respondents regarding the integration of technology in the implementation of youth formation programs because it determines the actual status of implementation, which is vital in crafting the output of this study.

Table 24 showcases the barriers and challenges in the integration of technology in the implementation of youth formation programs.

Table 24 Barriers and Challenges in the Technology Integration in the Implementation of Youth Formation Programs

Barrier and challenges during the actual implementation of Youth Formation Programs	Mean	VD
1. Supreme Student Government (SSG)		
1.1. SSG officers lack the budget and cannot manage the resource wisely to implement the programs and activities	3.09	A
1.2. Lack of training on how to make resolution and proposal on every activity and process of approval	2.86	A
1.3. SSG officers find difficulty in balancing leadership and academic life	2.48	D
1.4. SSG officers lack self-drive and motivation in executing their duties and responsibilities	2.32	D
1.5. SSG officers are not firm in decision making	2.12	D
2. Barkada Kontra Droga (BKD)		
2.1. Time constraints to implement the program due to work overload	3.21	A
2.2. Lack of financial support and available NDEP seminars/training	3.10	A
2.3. Insufficient Drug Abuse and Prevention instructional and reference material	3.03	A
2.4. Lack of joint school activities e.g., Drama, Sports, Symposiums, Debates etc	2.98	A
2.5. Collusion between students and school workers make drug detection difficult	2.62	A

3. National Greening Program (NGP)		
3.1. Insufficient Budget and Resources	3.10	A
3.2. Lack of Biodiversity Conservation	3.07	A
3.3. Lack of Participation of Parents	2.95	A
3.4. Lack of Waste Management and Recycling	2.94	A
3.5. Lack of Awareness and Education	2.78	A
4. Youth for Environment in School's Organization (YES-O)		
4.1. Lack of time for YES – O Activities	3.07	A
4.2. Inadequate equipment for YES –O activities	3.03	A
4.3. Lack of school fund and support from parents	2.98	A
4.4. Poor attitude of parents toward YES – O activities	2.88	A
4.5. Teachers involved in YES – O activities are not competent	2.10	D

Legend: 3.26-4.00 – Strongly Agree (SA); 2.51-3.25 – Agree (A); 1.76-2.50 – Disagree (D); 1.00-1.75 – Strongly Disagree (SD)

Table 24 exhibits the barriers and challenges in the use of technology in the implementation of the different youth formation programs. It shows that in supreme student government, the lack of budget and inability to manage the resources wisely to implement the programs and activities has the highest weighted mean of 3.09, which means that the agreed. In Barkada kontra droga, the time constraints to implement the program due to work overload have the highest weighted mean of 3.21, with a verbal description of the agreement. Moreover, in terms of the national greening program, the insufficient budget and resources have the highest weighted mean of 3.10, which means that the respondents agreed that it is a challenge for them to implement the technology-assisted programs and activities under NGP due to the lack of budget and resources. As to the aspect of youth for environment in the school's organization, the lack of time has the highest weighted mean of 3.07, which implies that they also face challenges in implementing the YES-O's activities and programs due to lack of time in terms of planning and conducting of the activities and programs.

The prevalent barriers and challenges of technology integration in the implementation of the different youth formation programs are lack of budget and resources and time management. According to Maffea (2020), lack of resources leads to a number of issues, including parents fearing for their children, teachers burning out, and students not receiving the education they need. Lack of finance or mishandled school spending are the main causes of insufficient resources in classrooms. There are ways to address this problem, such as increasing funding, making budget adjustments, or altering how schools use their funds. For students to receive a higher quality education, this issue, which impacts many people, must be resolved.

In addition, it revealed an apparent lack of efficiency for some in managing school finances due to several factors: Overloading oneself with work and not knowing enough about relevant Philippine laws and how they are implemented are two examples of these factors. It is, therefore, necessary to enhance school heads' proficiency as financial managers and improve their capacity to execute RA 9184, also known as the Government Procurement Reform Act, and RA 9155, or the Act on Basic Education.

4. SUMMARY, FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the aspects relevant to the study. It includes the summary, conclusion, and recommendations drawn from the gathered and collated data from the responses and perceptions of the respondents, which are the teachers and students. The conclusion and recommendations were based on the findings of this study.

SUMMARY

The main thrust of the study was to assess the extent of technology integration in the implementation of the youth formation program in Asturias District, with the results geared toward implementing a sustainable technology integration development plan. This study ventured into the relevant demographic profile of the teacher-respondents as to age and gender, number of years in teaching, number of years as club moderator, highest educational attainment, perception of technology-assisted activities, and the total number of training or seminars related to youth formation programs. Student-respondents' demographic profiles also put into consideration their age and gender, year level, number of years as a club member, multimedia available at home, attitude scale towards technology use, and the level of interaction of students on technology-assisted activities. Additionally, the school profile included the number of clubs and organizations, their activities, and the school's

technology resources. Furthermore, this study also investigated the relationship between the related information of the teacher and the extent of technology integration in the implementation of youth formation programs. Lastly, it determines the barriers and challenges that occur during the technology integration in the implementation of youth formation programs.

FINDINGS

Based on the data gathered, findings were revealed that 150 was the total number of teachers who participated in the survey, and most of the teacher- respondents are within the age bracket of 21 – 30 years old, 54 or 36.00 percent of the teacher respondents are female while 13 or 8.67 percent are male and identified as millennial age and most of the respondents are female with the data of 54 or 36.00 percent. The given data coincides with the number of years in the teaching of the teacher-respondents; 81 or 54.00 percent of teachers are in teaching positions with one (1) to five (5) years as a number of years spent in teaching. For the number of years as club moderators, 37 or 24.67 percent of teachers had already spent a long time as club moderators and 30 or 20.00 percent of teacher-respondents have no experience in handling a club or organization. This study also found out that 108 or 72.00 percent of the teacher- respondents group had units already or were enrolled in master's degrees. At the same time, eight (8) or 5.33 percent of teacher-respondents had already finished or are full-pledged master's degrees. On the other hand, 34 or 22.67 percent of the teacher-respondents have bachelor's degrees.

Moreover, the gathered data also revealed that most of the teacher- respondents took technology-assisted activities as one that motivated students to get more involved in learning activities. They also think that these technology- assisted activities will become more successful and effective only if there is adequate teacher training in the uses of technology for teaching and learning, and most of the teacher-respondents believe that the conduct of activities assisted by technology promotes student collaboration with the weighted mean that ranges from 3.37 to 3.61 equivalent to Strongly Agree. The results also showed that 69 or 46.00 percent of the teacher-respondents have no training and seminar related to youth formation programs, which implies that there is a need for a sustainable technology integration development plan, which is the output of this study as a guide for these teachers in the effective technology integration in the implementation of the different youth formation programs in school.

On the student's data gathered, 2,021 students participated in the survey. 769 or 38.05 percent, where 343 or 16.97 percent are female, and 426 or 21.08 percent are male, which falls in the age bracket of 16 years old and above. Most of the student respondents were grade 10 students, with a data of 317 or 15.69 percent. It also revealed that the students whose age bracket falls on 16 years old and above were attending grade 10, grade 11, and grade 12. As to the number of years as club members, it was revealed that 1 427 or equivalent to 70.71 percent of student-respondents have never experienced becoming a member of any club, which means that the majority of the student-respondents are not involved in school clubs and organizations. With regards to the multimedia available at home, 1 409 or 69.72 percent of the student respondents responded that among the multimedia resources, television is available, which is cheaper than other multimedia resources, and, at the same time, it is very informative. Also, with the weighted mean that ranges from 3.37 to 3.39 described as Strongly Agree, the majority of the student-respondents want to learn more about using technology resources in preparation for their future career; they also believe that they can improve their basic skills in using technology with the assistance of a teacher.

Moreover, with a weighted mean of 3.43 and a verbal interpretation of Strongly Agree, the student-respondents strongly agree that they get more actively involved in activities that use technology. This implies that students' full participation in the activities that use technology will be ensured. While the statement "Multitasking with my technology devices sometimes prevents me from concentrating on or doing the work that is most important" has a weighted mean of 3.39, described as Strongly Agree. This proves that the students can assess and identify the advantages, disadvantages, and limitations of using technology devices. The statement "I wish my teachers in the school would use and integrate more technology in their teaching" had a weighted mean of 3.28, described as Strongly Agree, which indicates that students are motivated to engage, and they can learn best if technology is part of the learning process.

The information gathered from the school profile revealed that most of the schools have implemented a functional five (5) to six (6) clubs or organizations, which includes academic and extracurricular clubs, and there are five (5) to eight (8) activities of school clubs and organizations initiated and implemented inside the school which implies that the school has already taken initiative to provide students not just academic but also

extracurricular activities. In terms of technology resources, 73.85 percent of the technology resources of the schools are limited, while only 25.00 percent of the technology resources are sufficient.

Comparatively, the extent of technology integration in the implementation of Youth Formation Programs exhibited that for the statement “Technology- Integration increases the quality of teaching and learning because it integrates all forms of media: print, audio, video and animation” and 3.36 for the statement “Integrating technology in the implementation of the school program is important for student success and teacher development” respectively described both as Advanced. Most of the respondents believed and practiced technology integration in teaching and learning because it increases the quality of the teaching process and learning outcomes. It integrates all forms of media: print, audio, video, and animation. Furthermore, respondents integrated technology into the conduct of school programs because they believed that it is important for student success and teacher development. It will also showcase the barriers and challenges in the integration of technology in the implementation of youth formation programs. Undoubtedly, it is evident that the prevalent barriers and challenges of technology integration in the implementation of the different youth formation programs are lack of budget and resources and time management.

Lastly, the findings of a significant relationship between the Number of Years as Club Adviser/Moderator/Coordinator and the Youth for Environment in School's Organization Program with $r = 0.005$, which is less than the p -value of 0.01 while the rest of the identified related information of the teachers have no significant relationship as to the extent of technology integration having a r greater than the p -value of 0.01.

These findings manifested that the number of years spent by teachers as club advisers/moderators affects the extent of technology integration in the implementation of programs and activities under the Youth for Environment in School's Organization Program and the teachers' number of years in teaching also affects their perception on technology-assisted activities. This finding jives with the average teaching experience of one (1) to five (5) years, which indicates that most teachers are still novices in the service, and 37.33 percent of the teachers have only one year or less experience as club advisers/moderators. As learning and expertise come with experience, experience really affects the technology integration in the implementation of student-centered activities for the development of youth.

CONCLUSIONS

Technology integration in instruction, classrooms, teaching, and learning, as well as in the conduct of school programs and activities such as youth formation programs, has proven helpful not only for teachers but also for students. Based on the findings of the study, it is concluded that technology is already embedded in the implemented programs and activities in schools. To maximize the full potential of technology integration in the implementation of school programs and activities, certain aspects should be achieved, such as the availability of sufficient resources such as multimedia, teachers' appropriate knowledge and skills in technology integration, and students' readiness and adaptability to technology.

RECOMMENDATION

On the basis of the findings and conclusions revealed in this study, the researcher recommends that the proposed Sustainable Technology Integration Development Plan for Youth Formation Program be accepted and implemented in Elementary and Secondary Schools in Asturias District.

5. OUTPUT OF THE STUDY

Rationale

Research has shown that technology integration in the implementation of programs and activities is effective. It has been embedded in all aspects of human lives. In the fields of business, commerce, communication, religion, and education, the effect of technology is evidently overwhelming. It affects people's lives regardless of their age and gender, socioeconomic status, culture, and tradition.

Technology is intertwined with education. It is a fact that humans maximize the full potential of technology through education, and technology is very important in the teaching-learning process. One of its benefits is enhancing the teaching method and improving the instruction outcomes. This study assesses the extent of technology integration in the implementation of the different youth formation programs, which is geared towards guiding teachers to properly implement programs and activities for the development of youth with the assistance of technology. This may strengthen the technology integration skills of the teachers and will motivate the students to be engaged in activities that would help them holistically.

To prepare students for life in the digital age, 21st-century education is a vital component of K–12 education today. All topics incorporate technology skills. It is critical to consider the importance of the interpersonal connections that form between teachers and students in this setting as they work together with technology as educators continue to include it in the curriculum. The role of the teacher has changed because of the incorporation of technology, and this has prompted researchers to look at the effects of high-quality, reciprocal, caring interactions on pedagogical techniques, student motivation and engagement, and academic performance (Jaafar et al.; J. M., 2021).

Hence, due to the demand for the inclusion of technology in the teaching- learning process and its many benefits, the teacher is expected to possess skills in technology integration in the selection, development, organizing, and use of learning resources to achieve learning goals. At the same time, students are expected to increase their learning because of the integration of technology in the conduct of classroom activities, the implementation of school programs and activities, and the possible contribution of technology in the formation of students' morals and values.

In connection, the output of this study would help teachers and students ensure that the implemented youth formation programs are more effective. The realization of this goal is the implementation of a sustainable technology integration development plan.

Objectives

The output aims to realize the following:

1. Develop and distribute a comprehensive implementation guide of all the planned activities, projects, and programs under Youth Formation Programs of the Department of Education in Asturias District 2 and neighboring districts, aiming for 95% of teachers and students to report improved clarity and efficiency in implementation processes through a follow-up survey.
2. Integrate advanced technology tools and platforms into all sub-programs under the Youth Formation Program, ensuring that all of the participating students and teachers utilize these tools to achieve their visions, missions, and goals, and progress will be monitored through quarterly feedback surveys and performance assessments.
3. Identify and address the barriers and challenges in the implementation of the Youth Formation Programs through the Sustainable Technology Integration Development Plan, ensuring that 90% of the identified issues are resolved and progress will be evaluated biannually through stakeholder surveys and performance reviews.
4. Launch a mentorship and funding initiative aimed at motivating future researchers to focus on improving the implementation of Youth Formation Programs, with a goal of engaging at least 50 new researchers and producing 20 actionable research studies in which progress will be assessed through annual reviews of researcher engagement and study outcomes.
5. Engage students in activities that promote values education, career orientation, cultural awareness, and social responsibility, with success measured through pre- and post-program surveys showing a 20% increase in students' self-reported values alignment, career orientation, cultural rootedness, and social responsibility.

Scheme of Implementation

This output will undergo the following stages leading to its full and effective implementation:

1. After securing approval from the Department of Education – Cebu Province Division, the researcher shall present the results of his study and the output to the respective department.
2. Then, the researcher shall proceed to present the results of the study and the output to the Asturias District 2, where the study was conducted, and to the key person involved in the implementation of the first stage of the process and
3. Constant monitoring and regular evaluations will be highly recommended and pursued, especially during the school and district monitoring, evaluation, and assessment.

Technology Integration Development Plan for Youth Formation Program

Technology Integration Development Plan for Youth Formation Program								
Activities	Objectives	Strategies	Technology Integration	Time Frame	Target Participants	Budget/Resources Needed	Expected Outcome	Remarks
Inclusive Year: 2023-2027								
Membership and Orientation	Recruit 20% of new members and officers of the school organization, with success tracked through membership records and participation rates at monthly meetings and events	<p>Conduct an opening program announcing the admission of students in every organization.</p> <p>Identify officers through a conduct of election</p>	<p>Record your announcement about the admission of students in your club or organization. The recorded announcement may be played during the flag ceremony.</p> <p>Make a promotional video or advertisements about the admission of students into the clubs/organization, after which, set a big tv or projector and play the made video to the students.</p>	First quarter of the school year or 3 rd week after opening of classes or upon the issuance of a memorandum (if ever there will be a memorandum announcing the creation of a new school organization)	Students Teachers Club/organization Officers and class officers	<p>(Php. 10,000.00) For a possible source of fund: School Maintenance and Other Operating Expenses (MOOE)</p> <p>Special Education Fund (SEF)</p> <p>School Canteen Fund</p>	<p>Conducted an opening program announcing the admission of students in every organization.</p> <p>List of club/organization officers</p> <p>List of students admitted in clubs/organizations.</p>	
			If you have a school official Facebook page, Instagram, and other social media platforms, you may make post or infomercials announcing the opening of clubs/organization and the admission of students.					
	Implement a comprehensive orientation program to ensure that 100% of new members are familiar with the organization	Conduct orientation and seminar about the organization's constitution and bylaws	<p>Make an informative video discussing the salient points of the organization's constitution and bylaws.</p> <p>Set up a venue for an orientation of the</p>	First quarter of the school year or 3 rd week after opening of classes. or as soon as the clubs/organization were established.	<p>Student-members Teacher-moderator</p> <p>Club/organization Officers and members</p> <p>Speakers</p>	<p>(Php. 3,000.00) For a possible source of fund:</p> <p>School Maintenance and Other Operating Expenses (MOOE)</p>	Conducted an orientation and seminar about the organization's constitution and bylaws	

	<p>on's constitution and bylaws, with success measured by a post-orientation quiz where at least 90% of participants score 80% or higher</p>		<p>organization's constitution and bylaws using PowerPoint presentation, informative videos, and infographics. For the passing of outputs there are applications available on the internet that can be used for passing of outputs, that is technology integrated. person who has expertise about the organization's constitution and bylaws.</p> <p>Invite a speaker who has expertise about the organization's constitution and bylaws through google meet, zoom, kahoot, and Microsoft teams.</p>			<p>Special Education Fund (SEF)</p> <p>School Canteen Fund</p>		
<p>Student Leadership Formation Program</p>	<p>Foster and strengthen the leadership, management, and skills development of supreme student government, barkada kontra droga, national greening program, and youth for environment in school's organization</p>	<p>Engage the students in leadership training and workshop.</p>	<p>Maximize virtual platforms to conduct virtual leadership training and workshops.</p> <p>Film Showing or presenting a motivational video about leadership, management skills.</p> <p>Conduct a school- based leadership camp with the inclusion of the usage of multimedia resources such</p>	<p>3rd week after opening of the school year and once started, it will be done as the need arises.</p>	<p>Club/Organization officers and members Teacher/ Club/Organization Moderator</p>	<p>(Php. 20,000.00)</p> <p>For a possible source of fund: School Maintenance and Other Operating Expenses (MOOE)</p> <p>Special Education Fund (SEF)</p> <p>School Canteen Fund</p> <p>Assistance from Private company and organization</p>	<p>Students are engaged in training and workshops. The students exhibited leadership skills during group activities.</p>	

	<p>on leaders in a leadership and skills development program, aiming for at least 80% of participants demonstrate a 20% improvement in their leadership and</p>		<p>as television and radio in the activities during the camp.</p> <p>In school-based leadership camp, allow the participants to use the school ICT resources in the making of their activity output. For</p>			<p>through partnership and collaboration</p>		
	<p>management competencies, as evaluated by a post-training assessment</p> <p>Nurture the formative values, attitudes, and traits of the student leaders to become authentic and well-rounded individuals imbued with core values</p> <p>Maka-Diyos, Maka-Tao, Maka-kalikasan and Maka-Bansa through a values education program, aiming for at least 90% of participants to demonstrate a measurable improvement</p>	<p>Conduct Peer Coaching Activities</p> <ul style="list-style-type: none"> • Implement Virtual Peer support program. • Conduct Online devotional activities by pair or triad. • Engage in small group discussion and fellowship. <p>Create Core Values Advocacy</p>	<p>example, the participants will make their journal in Microsoft word, they will use laptops in printing pictures serves as documentation of their participation in school-based leadership camp.</p> <p>Implement Virtual Peer support program maximizing social media platforms and applications such as messenger, Viber, telegram using their handheld devices and laptops.</p> <p>If it is a larger group, the following application can be used: zoom, google meet, Microsoft teams, skype, and google hangouts.</p>	<p>Twice a month</p> <p>Whole-Year-Round</p>	<p>Club/Organization officers and members</p> <p>Teacher/Club/Organization Moderator</p> <p>All Students and Teachers</p> <p>Club/Organization officers and members</p> <p>Club/Organization Moderator</p>	<p>(Php. 10,000.00)</p> <p>For a possible source of fund: School Maintenance and Other Operating Expenses (MOOE) Special Education Fund (SEF) School Canteen Fund Assistance from Private company and organization through partnership and collaboration</p> <p>(Php. 20,000.00)</p> <p>For a possible</p>	<p>Increased social connectedness and created a sense of belongingness within support peer group.</p> <p>Informed, educated, and inspired students regarding the essence of the DepEd core values among the students.</p>	

	ent in their understanding and embodiment of these values, as assessed by pre- and post-program evaluations		<p>Maka-Diyos</p> <ul style="list-style-type: none"> • Virtual Inter Faith Activities. • Reading and Listening of Scriptural Passage during Flag Ceremony. (Establish a solemn and purposeful 			<p>source of fund: School Maintenance and Other Operating Expenses (MOOE)</p> <p>Special Education Fund (SEF)</p>		
	<p>Increase social connectedness and create a sense of belongingness within support peer group through a peer support program, aiming for at least 80% of participants reporting an increased sense of social connectedness and belonging in biannual surveys</p> <p>Inform, re-educate, and inspire</p>		<p>prayer regardless of students' belief dedicated to worshipping God and seeking divine intervention for students' academic pursuits. To do this, a recorded reading of the scripture may be broadcast to students so that they can listen. Or If there is an available TV or projector, A holy mass video may be flashed for students to see and hear.)</p> <ul style="list-style-type: none"> • Broadcast of praise and worship songs. (Club/Organization officers and members will prepare a praise and worship songs played on a speaker early in the morning.) <p>Maka-Tao</p> <ul style="list-style-type: none"> • Community Outreach or Online Donation 	<p>Whole-Year-Round</p>	<p>All Students and Teachers</p> <p>Club/Organization officers and members</p> <p>Club/Organization Moderator</p> <p>Parents</p>	<p>School Canteen Fund Assistance from Private company and organization through partnership and collaboration</p> <p>(Php. 5,000.00)</p> <p>For a possible source of fund: School Maintenance and Other Operating Expenses (MOOE)</p>		

	<p>students regarding the essence of the DepEd core values through a series of educational campaigns and workshops.</p>		<p>Drive. (For Online Donation Drive, it could be done through online selling with which the proceeds will be</p>			<p>Special Education Fund (SEF)</p>		
	<p>with success measured by a pre- and post-campaign survey showing at least a 25% increase in students' knowledge and appreciation of the DepEd core values</p>		<p>given to people who are in need. Or Financial assistance can be transferred through electronic money transfer applications such as GCash, PayMaya or other money transfer applications that can be easily installed in mobile phones.)</p> <ul style="list-style-type: none"> • Information Page (Provide virtual update to students, parents and other stakeholders on the different activities conducted in school.) • Anti-Bullying Campaign (a seminar will be conducted which includes interactive and technology integrated discourse, and which highlights the root of bullying and 	<p>Whole-Year-Round</p>	<p>All Students and Teachers</p>	<p>School Canteen Fund Assistance from Private company and organization through partnership and collaboration</p> <p>Assistance from LGU's</p> <p>Donations from private individual and organization</p> <p>(Php. 8,000.00)</p>		

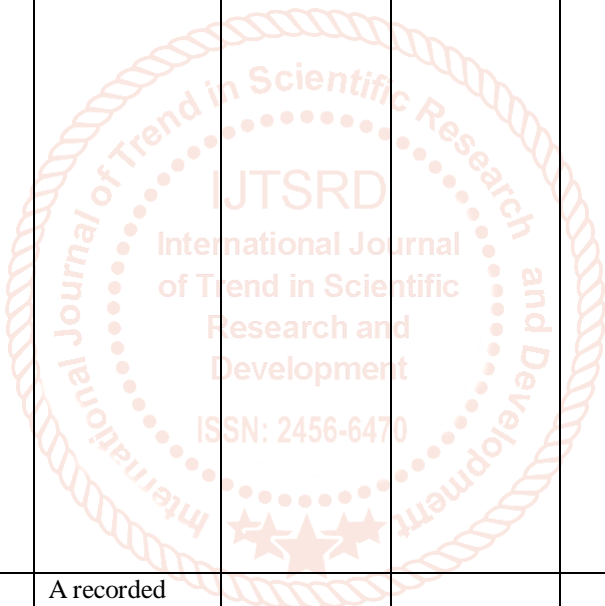
		<p>its effects. It could be done through the use of multimedia resources such as televisions, projectors, cellphones, in the computer and other electronic devices.)</p> <p>Maka-Kalikasan National Clean Up</p>				
		<p>Day Online Advocacy (It promotes awareness among people about promoting environmental concern and enhances the compliance of pollution prevention by restoring nature. Technology will come in during awareness drive and that is using different multimedia resources.)</p> <p>Maka-Bansa</p> <ul style="list-style-type: none"> • My Hero Story Online Activities (The students may share their testimony and experience about a person that for them is a hero, they can make videos through their cellphones and they shall post in different social media platforms so that many will be inspired.) 	Quarterly	<p>Club/Organization officers and members</p> <p>Club/Organization Moderator</p> <p>Parents</p> <p>All Students and Teachers</p> <p>Club/Organization officers and members</p> <p>Club/Organization Moderator</p> <p>Parents</p>	<p>For a possible source of fund: School Maintenance and Other Operating Expenses (MOOE) Special Education Fund (SEF) School Canteen Fund Assistance from Private company and organization through partnership and collaboration . Assistance from LGU's. Donations from private individual and organization.</p> <p>(Php. 2,000.00)</p> <p>For a possible source of fund: School Maintenance and Other Operating Expenses (MOOE) Special Education Fund (SEF) School Canteen Fund</p>	

			<ul style="list-style-type: none"> Students Online Forum (With the use of different applications like zoom, google meet, Microsoft teams, skype, and google hangouts or in small scale application such as Messenger, Viber and simply a call. It allows students to voice out their concerns and suggestions in solving different social issues that directly affects them.) 			Assistance from Private company and organization through partnership and collaboration . Assistance from LGU's. Donations from private individual and organization.	
International Youth Day Celebration	Create awareness and understanding regarding the fifteen youth priority areas and the seventeen SDGs of the United Nations, aiming for at least 80% of students to demonstrate a clear understanding of these priority areas and SDGs as assessed through evaluations and quizzes	Implement activities in celebration for the international youth day	<ul style="list-style-type: none"> Virtual Youth Forum (With the use of different applications like zoom, google meet, Microsoft teams, skype, and google hangouts or in small scale application such as Messenger, Viber and simply a call. It allows students to celebrate international youth day.) Other activities are: <ul style="list-style-type: none"> Tarpapel Making Contest (The design Tarpapel could be done through Microsoft word, in Microsoft excel, 	Every August 12 1 – 2 days before the actual celebration- August 12 1 – 2 days before the actual celebration- August 12	School Head All Students and Teachers Club/Organization officers and members Club/Organization Moderator All Students and Teachers Club/Organization officers and members Club/Organization Moderator All Students and Teachers	(Php. 3,000.00) For a possible source of fund: School Maintenance and Other Operating Expenses (MOOE) Special Education Fund (SEF) School Canteen Fund Assistance from Private company and organization through partnership and collaboration Assistance from LGU's Donations from private individual	Created awareness and understanding regarding the fifteen youth priority areas and the seventeen SDGs of the United Nations.

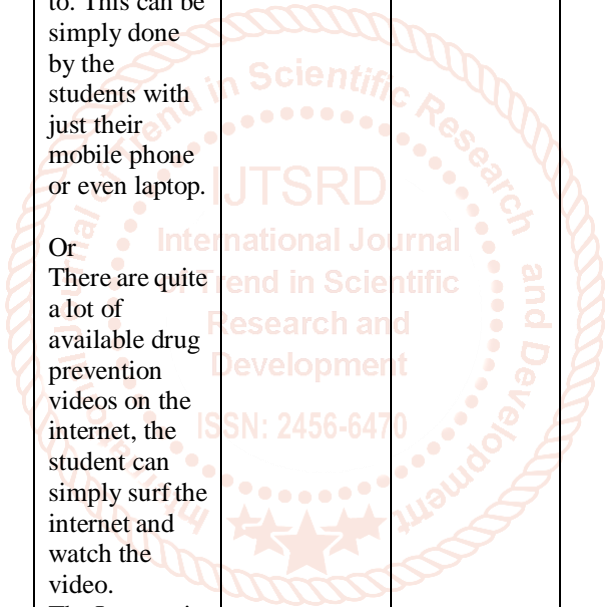
			<p>publisher and Canva. These different ways can be done in using smart phones, computer, and tablet.)</p> <ul style="list-style-type: none"> • Video Making Contest (The students will make a video that presents their understanding on the issues and concern that the youth experience today) 		<p>Club/Organization officers and members</p> <p>Club/Organization Moderator</p>	and organization		
World Teachers' Day	Organize activities which start during the Teachers' Month campaign every September up to October 5 of the year. Success will be measured by attendance records and feedback surveys, aiming for 100% participation from students and positive feedback from teachers regarding the impact of the activities	Conduct activities in appreciation for teachers	<ul style="list-style-type: none"> • Appreciation Letter Contest (This could be done through Microsoft Word and for its design, the student can use Canva. For the actual making of the letter, the student can be artistic and aesthetic as they want to be. Or The student can directly say their message to the teachers through tagging them in a post in the different social media platforms or simply record their message and send it to the teacher. In doing this, they may send it through messenger, email, viber, or even directly through cellphones.) 	September to October 5 of the year	All the students, teachers and parents	<p>(Php. 5,000.00) For a possible source of fund: School Maintenance and Other Operating Expenses (MOOE)</p> <p>Special Education Fund (SEF)</p> <p>School Canteen Fund</p> <p>Assistance from Private company and organization through partnership and collaboration</p> <p>Assistance from LGU's</p> <p>Donations from private individual and organization</p>	Organized activities which start during the Teachers' Month campaign every September up to October 5 of the year	
	practices in	best practices in	stage wherein the finished			School Maintenance		

	Recycling, with success be evaluated based on the adoption of showcased practices by at least 80% of the students	Recycling	product of the students will be displayed for public view. In a booth, multimedia resources such as television, sound system, projector, laptop can be used. If it has actual demonstration of students in presenting the output, the student can use lapel or speaker for a modulated voice			and Other Operating Expenses (MOOE) Special Education Fund (SEF) School Canteen Fund Assistance from Private company and organization through partnership and collaboration Assistance from LGU's Donations from private individual and organization		
Tree Planting	Increase the number of Trees inside the Campus, particularly food trees by planting 500 new trees, with success measured by the survival rate of planted trees and the incorporation of food tree care into the curriculum, aiming for 90% survival and integration by the end of the planting season	Conduct Tree Growing Activity together with other School Organizations	In this activity, technology can be integrated in identifying and measuring the location when the trees are to be planted. Geocamera is very useful because it can give data such as the exact location of the place and the measurement of the area being planted	November - February	YES-O Officers and Members, Club Advisers, SSLG officers, BKD officers	Php. 1,000.00) MOOE SEF School Canteen Fund Assistance from Private company and organization through partnership and collaboration Assistance from LGU's Donations from private individual and organization	Increased number of Trees	
Mangrove growing Activity	Spearhead Mangrove growing Activity in	Coordinate with local government unit for	The same with the planting of fruit bearing trees,	February	YES-O Officers and Members, Club	Php. 1,000.00) MOOE SEF School	Clean Community	

	<p>the locality, aiming to establish and nurture 10,000 mangrove seedlings along coastal areas within Asturias District 2 and neighboring localities, with success measured by the survival rate of planted seedlings after one year, with a target of at least 80% survival, monitored through regular assessments and community engagement</p>	<p>availability Mangrove seedlings and identification of planting zones, Conduct In-school Information Drive on Mangrove planting, Conduct a Simultaneous Coastal Clean-up drive</p>	<p>geocamera can still be used in this activity.</p>		<p>Advisers, SSLG officers, BKD officers, BSP and GSP members</p>	<p>Canteen Fund Assistance from Private company and organization through partnership and collaboration Assistance from LGU's Donations from private individual and organization</p>		
<p>Drug Abuse Prevention and Control Week</p>	<p>Mitigate the spread of drugs and drug abuse through various activities, aiming to reduce drug abuse incidents by 30%, with success measured by a decrease in reported drug-related incidents</p>	<p>Organize an Information dissemination drive. Create a media advocacy for drugs abuse.</p>	<p>A recorded voice discussing the important information about the positive and negative effects of drugs can be used. It will be then broadcast to the public. To do this, you may use laptops, cellphones, and other recording tools and equipment. Film showing about drugs and drug</p>	<p>Whole Year Round</p>	<p>BKD Officers All students and teachers Club Moderator</p>	<p>Php. 500.00) MOOE SEF School Canteen Fund Assistance from Private company and organization through partnership and collaboration Assistance from LGU's Donations from private individual and organization</p>	<p>Lessened or controlled spread of drugs and drug abuse through various activities</p>	



	<p>and student surveys indicating improved awareness and attitudes towards drug abuse prevention</p>		<p>prevention are also effective because it can cater students varied learning needs. Technology needed are cellphones, laptops, televisions, projectors, and sound system. An informative video about drug prevention created by the students themselves can be useful to. This can be simply done by the students with just their mobile phone or even laptop.</p> <p>Or There are quite a lot of available drug prevention videos on the internet, the student can simply surf the internet and watch the video. The Internet is the primary resource that should be secured. Print media can also be used in this activity. Student can make a brochure or fliers that contains substantial information about drugs abuse and drugs prevention. They can use word, excel, canva, and</p>					
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			<p>PowerPoint to name few basic applications. Tarpapel can also be used, the design Tarpapel could be done through Microsoft word, in Microsoft excel, publisher and Canva. These different ways can be done in using smart phones, computer, and tablet. Making of jingle or songs is as effective as the others. A recorder such as mobile phone can be used in recording a jingle.</p>					
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