

## Sangguniang Kabataan competencies in Quezon Province: A basis for capacity development program

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### ***Abstract***

This research assessed the core, technical, and leadership competencies of Sangguniang Kabataan (SK) officials in Quezon Province, addressing the gap between their intended mandate and actual performance. Despite the critical role of SK in youth governance at the barangay level, the organization has faced criticism and calls for abolishment due to perceived inefficiency and corruption. The study was prompted by the need to evaluate the competencies of SK officials following the enactment of RA 11768, the SK Reform Law, which aimed to enhance the organization's effectiveness. Employing a mixed-method approach, the research utilized a survey tool to collect data from SK Federation Presidents and elected officers in eight municipalities and one city in Quezon, Province. Findings revealed that Core competency assessments revealed advanced competency level in adaptability, commitment to serving youth, and effective communication, although organizational awareness requires improvement. Technical competencies were strongest in financial management and budgeting, problem analysis, and policy development. Leadership competencies were advanced, especially in fostering collaboration and embracing change, but decision-making and strategic thinking showed room for growth. With the stated findings, it is recommended to develop and implement training programs tailored to the diverse demographic profiles of SK officials.

***Keywords:*** Sangguniang Kabataan, competencies, youth governance, technical competencies

## **Sangguniang Kabataan competencies in Quezon Province: A basis for capacity development program**

### **1. Introduction**

The development of youth councils globally, such as the Manhasset Youth Council and the British Youth Council, has been subject to limited historical documentation, despite efforts in countries like the UK, Scotland, and Brazil to promote youth involvement in governance (Arshad et al., 2018). The UN's Convention on the Rights of the Child emphasizes children's rights, including their freedom to express opinions on issues concerning them, yet implementation of these rights varies globally. Historical research on youth participation in decision-making and the development of youth councils globally has been lacking. Early examples include the Manhasset Youth Council in the U.S. and the British Youth Council (Augsberger et al., 2017). Various countries, such as the U.K., Scotland, Northern Ireland, France, and Nepal, have established youth councils to promote youth involvement in governance. Since 1998, youth councils in South America, particularly Brazil, have engaged young people in participatory budgeting. The European Network of Local Youth Councils, established in 2011, fosters collaboration and strengthens the political role of YCs across Europe. In 1989, the General Assembly of the United Nations adopted the framework established during the Convention on the Rights of the Child, which provided a rights-based approach to address the lack of representation of children in urban development.

In the Philippines, people often view youth as the nation's hope and future. Various sectors view them as vital contributors to the country's development. People also regard them as change agents, possessing the energy, idealism, and dynamism necessary to drive positive transformation in society. In 2017, the National Youth Commission stated that Presidential Decree 684 was one of the first legal documents to support the youth sector in the Philippines. Although it only emphasized roles in community activities, it particularly encouraged Filipino youth to participate in various programs implemented by different national government agencies. Further, the Local Government Code of 1991 specifically provided legal tenets for youth governance and enacted the *Katipunan ng Kabataan* to invest in the idealism and dynamism of the youth (Dresa & Bautista, 2020).

The Sangguniang Kabataan faced persistent controversy and distrust in its early years, leading to repeated calls for its abolishment. UNICEF noted that the youth councils' legislative output, initiatives, reporting, and engagement with constituents were all inferior and lacking. Critics and doubters questioned the Sangguniang Kabataan's effectiveness due to its inability to engage youth in community development, the corrupt practices of incompetent and ineffective SK officials, its potential as a breeding ground for future corrupt officials, and the questionable legality of those holding the position (Oculto, 2023).

Thus, during the 15th Congress in 2013, the valiant push towards the SK's reform began, led by Senators Jose Victor "JV" Ejercito and Paolo Benigno "Bam" Aquino IV, among others. The Sangguniang Kabataan Governance Reform and Compensation Law of 2015 finally received approval in January 2016. The Sangguniang Kabataan Governance Reforms and Compensation Law, or RA 11768, gave the SK a fresh chance to rethink the function of young governance in society (Salceda, 2022). The SK Reform Law also expanded the mandate of SK officials and the range of covered programs, which include educational support, livelihood assistance, on-the-job training, skill development, and other beneficial activities. Further, the amendment included institutionalizing youth governance into local government units (LGUs) and subjecting them to conventional government audit and accounting procedures, thus making them more accountable. The aim of providing compensation to the SK councilors, treasurers, and secretaries was to enhance their professionalism, which was a significant concern in the previous SK law.

In parallel with the SK Reform Act's implementation, the National Youth Commission (2021) developed

competencies demanded of SK officials, including Local Youth Development Officers (LYDOs), in order to refute allegations of the active involvement of youth in government. The three components of these competencies—the core, technical, and leadership competencies—make up the SK Universe Competency Framework (The Impact of Youth Participation in Local Governance: The Sangguniang Kabataan (SK) Experience, 2023). The October 30, 2023, barangay and SK elections provided a renewed opportunity for youth engagement. Once again, it paved the way for the opportunity to strengthen the foundation of youth participation through the Sangguniang Kabataan and presented itself anew in the pursuit of realizing the youth's vital role in nation-building. The youth population is important for economic development and social progress because it provides fresh perspective, youthful idealism, and dynamism in governance aspects (Dresa & Bautista, 2020).

Despite the established mandate for SK as specifically provided in RA 11768, or the SK Reform Law, to represent the youth and address their concerns, there appears to be a discernible gap between the intended mandate and the actual performance of SK officials. Ineffective performance often stems from a lack of competencies among SK officials. Most cases in the Philippines do not always observe barangay officials' adherence to competency measures, and occasionally they assess it subjectively using instincts and intuition (Basaluddin, 2021). This method does not provide effective measures for evaluating the competencies of local government officials. Therefore, the researcher is eager to evaluate the skills of the SK officials in Quezon Province after the new officers take office in October 2023. The researcher believes that evaluating SK competencies will be a strategic and proactive approach to addressing the gap between performance and mandate. The research findings will serve as a foundation for targeted interventions, capacity building, and policy improvements, all of which will collectively contribute to the effective representation of youth in local governance.

**Objective of the Study** - The study is designed to assess the competency levels of Sangguniang Kabataan (SK) Officers in Quezon Province across various dimensions. This study evaluates their competencies categorized into core competencies (including adaptability, commitment to serve Filipino youth, effective communication, and organizational awareness), technical competencies (encompassing aptitude in attention to detail, influence, information management, problem analysis, program monitoring, project execution, research, youth development understanding, and functional expertise in financial management and policy development), and leadership competencies (enabling leadership through decision-making and results planning, and leading competencies such as building alliances, coaching, embracing change, fostering collaboration, and strategic thinking). Qualitative methods, including interviews and focus group discussions, explore the specific challenges SK officials face in fulfilling their roles effectively. Based on findings, the study aims to propose a tailored capacity development program to address identified needs among SK officials, enhancing their effectiveness in local governance.

## 2. Methodology

**Research Design and Participants** - This study employs a mixed-method research design, integrating quantitative and qualitative methods. Quantitative analysis focused on the demographic profiles and competency assessments of 39 members of the Quezon Sangguniang Kabataan Provincial Federation (SKPF) and 54 officers of the Pambayang Pederasyon ng Sangguniang Kabataan (PPSK) from select municipalities. Qualitative methods, including Key Informant Interviews with five Local Youth Development Officers (LYDOs) and a Focus Group Discussion with SK officials from various municipalities, explored specific challenges in fulfilling their mandates.

**Data Gathering Instrument** - Data were gathered using a five-part questionnaire developed by the researcher, structured around the Competency Framework for SKs and LYDOs. It covered demographic information, core competencies (e.g., adaptability, communication), technical competencies (e.g., problem analysis, financial management), and leadership competencies (e.g., decision-making, collaboration). Competency levels were assessed using the ACE Competency Proficiency Scale, developed by Wagner and

Moffett (2000), to provide a comprehensive evaluation framework. Twenty (20) SK officials and Bachelor of Public Administration students from Southern Luzon State University. The researcher used Cronbach's alpha to assess reliability by comparing the shared variance, or covariance, between the items that comprise an instrument and the total variance. Cronbach's alpha uses a standard 0–1 scale to gauge respondents' degree of agreement. Higher values indicate a greater correlation or similarity. The Cronbach's alpha coefficient scores for the twenty (20) respondents in this study were 0.94, or 94% reliable. On the other hand, the researcher also used a guided questionnaire for this study's qualitative strategy. The guided questionnaire included four major questions to guide key informants and participants in the focus group discussions.

**Data Gathering Procedure** - The researcher forwarded the survey questionnaire to various validators, who are authorities on SK competencies. The Chief of the Local Government Capability Development Division, DILG IV-A, and the Sangguniang Kabataan Regional Focal Person specifically validated it. The researcher also sent the survey questionnaire to the Local Government Academy, DILG, where some Research Department personnel validated it. One of the recommendations of the validator was to translate the survey questionnaire into Filipino to ensure clarity and ease of understanding. The researcher then sought assistance from a Filipino instructor to facilitate the instrument's translation. After translating the survey questionnaire, the researcher advanced to submit the application for ethical review to the University Ethics Center on March 11, 2024. The University Research Ethics Committee approved the application on March 20, 2023, with a recommendation. During the waiting period for the ethical review approval, the researcher simultaneously engaged in communication with various SK presidents from the locales included in the study, coordinating to schedule and facilitate the survey administration. The researcher organized the serve administration into various schedules based on the respondents' availability. On the other hand, the researcher also coordinated and scheduled the interviews with the selected Local Youth Development Officers (LYDOs), who served as key informants. Following the same process, SK officials from the Bachelor of Public Administration program at Southern Luzon State University's Lucban Campus attended the focus group discussion. Before commencing the survey administration, the researcher distributed the informed consent form to all the respondents. To confirm the respondents' voluntary agreement to participate in the study, the researcher distributed it.

**Statistical Treatment of Data** - This study encompassed the use of various statistical methods, techniques, and tools to analyze, summarize, interpret, and draw conclusions from the collected data. Mean and Standard Deviation. The mean and standard deviation, as used in the study, focused on analyzing the central tendency and variability of the datasets in the assessment of the level of SK competencies. The mean represented the data's average value, while the standard deviation measured the dispersion or spread of the data points around the mean. This treatment helped the researcher understand the data's typical value and how many variations existed within it. **Qualitative Data Analysis.** This included a systematic examination and interpretation of non-numerical data from the study, particularly the issues and challenges faced by SK officials in relation to their competencies to effectively fulfill their mandates. It provided rich, detailed insights into the complexities of SK officials experiences and perceptions, which complemented the quantitative data in this study. It involved coding, categorizing, and thematic analysis, which helped the researcher identify recurring ideas, concepts, or relationships within the data.

### 3. Results and discussion

The competency assessment of Sangguniang Kabataan (SK) officials in Quezon Province reveals generally high levels of proficiency across core, technical, and leadership competencies. In terms of core competencies, officials demonstrate advanced levels of Adaptability (mean = 2.85), Commitment to serve the Filipino youth (mean = 2.62), and Communicating effectively (mean = 2.58). However, Organizational Awareness (mean = 2.48) shows an intermediate level of competency, suggesting room for improvement in understanding organizational dynamics. Thus, this data reveals that SK officials have a strong commitment to serving the youth, can adapt to changing circumstances, and communicate well, but would benefit from enhanced organizational awareness to navigate local government structures more effectively. As supported by Abdula and Bagolong (2021), elected

local chief executives must ensure their local government unit's growth vision is met, which requires a deep understanding of organizational processes and dynamics.

Regarding technical competencies, SK officials excel particularly in Financial Management and Budgeting (mean = 2.77), Problem Analysis and Resolution (mean = 2.61), and Policy Development (mean = 2.60), all rated as advanced. They also exhibit strong competencies in Technical Writing (mean = 2.56), Understanding of Youth Development (mean = 2.55), and Project Execution (mean = 2.53), all falling within the advanced range. However, competencies such as Attention to detail (mean = 2.48), Program Monitoring and Evaluation (mean = 2.46), Influence and Impact (mean = 2.40), Information Management (mean = 2.40), and Research Aptitude (mean = 2.36) indicate intermediate levels of proficiency. Thus, this data reveals that SK officials possess strong technical abilities in critical areas such as financial management, policy development, and youth programming, but would benefit from capacity building in areas like monitoring and evaluation, influence, and research. Moreover, Arismunandar (2018), indicates that local governments need to prepare school principals through pre-service training in some areas of their tasks, which may extend to the training needs of SK officials as well.

**Table 1**

*Summary of the Qualitative Index for the Level of Core Competencies, Technical Competencies and leadership competencies among Sangguniang Kabataan Officials*

Core Competencies	Mean	Qualitative Index
Adaptability	2.85	Advance
Commitment to serve the Filipino youth	2.62	Advance
Communicating Effectively	2.58	Advance
Organizational Awareness	2.48	Intermediate
Grand Mean	2.63	Advance
Technical Competencies	Mean	Qualitative Index
Attention to detail	2.48	Intermediate
Influence and Impact	2.4	Intermediate
Information Management	2.4	Intermediate
Problem Analysis and Resolution	2.61	Advance
Program Monitoring and Evaluation	2.46	Intermediate
Project Execution	2.53	Advance
Research Aptitude	2.36	Intermediate
Technical Writing	2.56	Advance
Understanding of Youth Development	2.55	Advance
Financial Management and Budgeting	2.77	Advance
Policy Development	2.6	Advance
Grand Mean	2.52	Advance
Leadership Competencies	Mean	Qualitative Index
Effective Decision-making	2.5	Intermediate
Planning for Results	2.51	Advance
Building Partnerships and Alliances for Youth Advocacy	2.4	Intermediate
Coaching and Mentoring	2.41	Intermediate
Embracing Change	2.53	Advance
Fostering Collaboration and Consensus for the Youth	2.54	Advance
Strategic Thinking	2.45	Intermediate
Grand Mean	2.48	Advance

**Legend:** 3.26-4.0- Expert, 2.51-3.25- Advanced, 1.76-2.50- Intermediate, 1.00-1.75- Basic

In terms of leadership competencies, SK officials perform well in fostering collaboration and consensus (mean = 2.54), embracing change (mean = 2.53), planning for results (mean = 2.51), and effective decision-making (mean = 2.50), all rated as advanced. Strategic Thinking (mean = 2.45), Coaching and Mentoring (mean = 2.41), and Building Partnerships and Alliances for Youth Advocacy (mean = 2.40) show intermediate levels of proficiency. In the realm of leadership competencies, SK officials exhibit advanced levels of Strategic Thinking and Decision-Making, as well as Stakeholder Engagement. However, they demonstrate intermediate levels of competence in Transformational Leadership, Conflict Resolution, and Change Management. This indicates that SK officials can effectively engage with key stakeholders and make strategic decisions, but may require additional training and support in leading transformative change, resolving conflicts, and navigating complex organizational dynamics. The research findings highlight both the strengths and areas



Divided Commitment	<p>KI4: ...hindi sila agad nakakacomply..gawa may sarili silang, kumabaga yung may school, may trabaho..</p> <p>KI5: ..SK natin ay estudyante so hati yung commitment nila sa pagschool at sa pagSK or yung iba dyan working ma;am hat isa trabaho at sa pagSK so mga yan bihira yung full commitment as an SK official.</p> <p>KI6: ..challenges nila ngayon ay difficulties in balancing their roles with other commitments. Mulat sila sa pagjoggle ng roles, at kadalasan sa kanila ay estudyante right now eh so estudyante, batang leader, family member, kaibigan, tropa so ayon difficulties in balancing their roles.</p> <p>P5 (FGD1): sa mga kagawad po may magresign pong isa, tapos yung secretary pa po naming nagtrabaho pa sa malayo so lagging may responsibility pa po yung mga kagawad dahil dun sa mga pawala wala.</p>
Limited Funds/Budget	<p>KI4: ...siguro po yung sa budget. Kasi po, ang budget ay limited talaga.</p> <p>KI6: challenges there are issues na hapon na kinakaharap ng SK officials ang iba pang pwede nating ma enumerate natin dito ay limited resources kase hindi naman lahat ng barangay ay may pantay pantay na budget.</p> <p>P2 (FGD1): sa budget po ma'am nashoshort po talaga kme minsan..</p> <p>P5 (FGD1): .. napakaliit po ng budget naming..</p> <p>KI3: lack of training at tska budget ng barangay diba 10%. Meron kasi talagang barangay na mababa talaga. Paano sila magkakaroon ng magandang project kung mababa ang budget kailangan nilag umisip ng paraan yun ag problema dun eh.</p>
External and political pressures	<p>KI2: affected ng parents yung decisions ni SK..... mas matimbang yung opinion and decisions ni parents...</p> <p>KI3: ..oo, yung matatanda hindi tanggapin.may sarili pong mundo ito dahil ito ang gusto talaga ng SK siguro po ay may problema, ay ag mga nakakatanda...</p> <p>KI3: oo kas baka hindi nararamdaman ang SK pagwalang liga eh ng mga kabataan kase may peer pressure din yang mga yan..</p> <p>KI4: talagang pressure na pressure kami...ha ha ha</p> <p>....yung during eleksyon ng PPSK, ayun naman. Pero sila naman talaga, kung sino yung gusto nila... kahit gustuhin daw ng SK maging independent.. meron pa ring nangyayari kinokontrol</p> <p>KI6: without outside influence pero dahil nga may problema yung sistema ng ating gobyerno hindi maiiwasan na masisindak o maiintimidate yung ating mga batang opisyal sa nakagisnang kultura at tradisyon sa pamamahala.</p> <p>P1 (FG1): Meron po. Kagaya po nung sa liga, pero yun naman po eh, nakalagay naman po sa ano namin na ang liga po dapat eh, kasama eh, 15 to 30 years of SK. Eh kaso ang gusto po ng majority ng kapitan, kagawan, isama daw po matatanda since wala daw po budget sa kanila para doon. So, wala naman po kayo magawa. Partido din po namin yung nanalong, ano, nanalong...</p>
Exclusivity of capacity development trainings	<p>P2 (FG1): Sila po ang chairman at treasurer. Sila lang po ang dalawang po madalas.</p> <p>P6 (FGD2): Kagawad po, yun po yung isa pang issue nakafocus po sila sa mga chairperson. Mas marami po sila seminars kesa saamin. Kumbaga ay mas malaki yung matratrabaho natin kung mas madami tayo ay single person lang yun ay kaya din naman most of the chairmans ay nagaaral pa din hindi din nila napagtuunan ng 100 percent yung trabaho nila.</p> <p>Chorus (FGD 2):Opo ma'am</p> <p>P5 (FGD2):Parang nakadepende po sya sa position eh.</p> <p>P6 (FG2): Kaya dun po nagkakaroon ng conflict kase parang halimbawa po hindi kayang gawin ni chairman lahat hindi din naman po sya makahingi ng tulong dun sa ibang SK kagawad kase hindi din naman po namin alam yung gagawin</p> <p>P2 (FGD2): Opo parang naiichapwera po ang mga SK kagawad.</p> <p>P1 (FGD2): Ang kailangan lang po ay pirma mo.</p> <p>P3 Para po ba kompleto ang pirma.</p> <p>P5 At tsaka mga minimal updates lang po eh kumbaga like sasabihin may check na.</p> <p>P6 Kumbaga po ay nauuna na silang sumahod at may honorarium na sila.</p> <p>Researcher: Tapos halos lahat ng training nasakanila?</p> <p>Chorus Opo</p>

Participants in the focus group discussions and input from key informants expressed dissatisfaction with the training modules provided, noting a lack of practical exercises or workshops that would encourage SK officials to apply the concepts learned in real-world scenarios. Without hands-on experience, SK officials may struggle to translate theoretical knowledge into practical skills when performing their duties. There was a consensus among SK officials and local youth development officers regarding the necessity for more responsive and continuous training opportunities. They highlighted the importance of ongoing skill development to keep pace with evolving challenges and responsibilities in their roles. Further, SK officials lamented the burdensome paperwork and bureaucratic procedures involved in accessing SK funds. These excessive requirements and prolonged processes frequently resulted in delays in fund disbursement, thwarting the timely implementation of projects and initiatives planned by the SK. It is noteworthy that some SK officials faced challenges balancing their responsibilities within the SK organization with other personal or professional commitments. This divided focus may have hindered their ability to fully dedicate themselves to their roles, impacting their effectiveness in carrying out their duties. There was also a consensus among SK officials and LYDOs that they were facing constraints due to limited financial resources or budget allocations. Insufficient funds may have restricted their ability to execute projects or initiatives effectively, forcing them to prioritize certain activities over others or seek alternative sources of funding. SK officials have consistently faced external pressures from a variety of stakeholders, such as local government officials, community members, and political entities. These pressures

may have influenced decision-making processes within the SK organization, potentially compromising its autonomy and ability to act in the best interests of its constituents. SK officials voiced their concerns about the restricted access to capacity development trainings, typically reserved for specific positions within the SK organization, like the chairperson and treasurer. This exclusivity may have created disparities in skill levels among SK officials, hindering the overall effectiveness of the organization. Overall, these identified issues and challenges underscore the importance of addressing systemic barriers and improving support mechanisms to enhance the competency development and performance of SK officials in Quezon.

### ***Sangguniang Kabataan's Intensive Leadership and Learning Upscaling Program (SKILL UP)***

**General Objectives:** The general objective of the Capacity Development Program for Sangguniang Kabataan (SK) is to enhance the competencies, effectiveness, and leadership capabilities of SK officials, enabling them to fulfill their mandates efficiently and contribute significantly to the development and empowerment of the youth in their communities. This program aims to build a well-rounded, knowledgeable, and skilled cadre of youth leaders who are equipped to address the challenges of governance, promote civic engagement, and drive sustainable community development.

The Program has three (3) components:

#### **Component 1: SKILL UP for ALL**

This comprehensive capacity development program aims to elevate the competencies of SK officials from intermediate to advanced levels, enhancing their ability to serve their communities effectively. By addressing specific competency gaps through tailored training and continuous support, this program will contribute to the overall effectiveness and sustainability of SK governance in the Philippines. Specifically, this program aims to enhance the competencies of SK officials that were assessed at an intermediate level, with a particular focus on *organizational awareness, effective decision-making, strategic thinking, program monitoring and evaluation, influence and impact, information management, research aptitude, coaching and mentoring, and building partnerships and alliances for youth advocacy.*

#### **Component 2: SKILL UP for SK Councilors**

The goal is to equip Sangguniang Kabataan (SK) councilors with the knowledge, skills, and tools necessary for effective policymaking at the local level, thereby enhancing their capacity to address youth-related issues and contribute to community development.

#### **Methodology:**

- Interactive workshops and seminars led by subject matter experts and experienced policymakers
- Case studies and best practice examples from successful policy initiatives at the local and national levels
- Group discussions, role-plays, and simulation exercises to enhance practical skills and decision-making abilities
- Peer learning and knowledge sharing among SK Councilors from different barangays and municipalities

#### **Duration:**

The capacity development program will be conducted over a series of workshops, seminars, and training sessions spanning approximately 4 days. Each session will range from half-day to full-day sessions, depending on the complexity of the topic and the availability of resources.



**Outcome:**

Upon completion of the program, SK Councilors will be equipped with the necessary competencies to effectively engage in policy making processes, advocate for youth-centered policies, and contribute to positive change and development in their communities.

- 1 Understanding Policy Making Processes:
  - Overview of policy making cycles and stages
  - Roles and responsibilities of SK Councilors in policy formulation and implementation
  - Identifying policy gaps and opportunities for youth-focused interventions
- 2 Legal Framework and Regulatory Compliance:
  - Familiarization with relevant laws, ordinances, and regulations governing SK governance
  - Compliance with legal requirements and procedural guidelines in policy development
- 3 Stakeholder Engagement and Consultation:
  - Strategies for engaging with diverse stakeholders, including youth constituents, community leaders, and government officials
  - Conducting meaningful consultations and needs assessments to inform policy priorities
- 4 Policy Analysis and Research:
  - Techniques for conducting policy analysis, including problem identification, stakeholder analysis, and impact assessment
  - Utilizing data and evidence to inform policy decisions and recommendations
- 5 Drafting and Presenting Policy Proposals:
  - Structuring policy proposals and drafting clear, concise policy documents
  - Developing persuasive arguments and presenting proposals effectively to relevant stakeholders
- 6 Negotiation and Consensus Building:
  - Building consensus among SK Councilors and other stakeholders through effective negotiation and conflict resolution strategies
  - Balancing competing interests and finding common ground to advance policy objectives

***Component 3: SKILL UP for SK Chairpersons***

To equip Sangguniang Kabataan (SK) Chairpersons with the essential leadership skills and knowledge needed to effectively lead and manage their respective SK councils and contribute positively to youth development and community governance.

**Methodology:**

- Interactive workshops and discussions
- Role-playing exercises and simulations
- Case studies and real-life scenarios
- Peer learning and group activities

**Learning Content:**

Understanding Leadership:

- Definition and principles of effective leadership
- Different leadership styles and their application

Vision and Goal Setting:

- Developing a clear vision for the SK council
- Setting SMART goals and objectives

Communication and Team Building:

- Effective communication strategies
- Building and motivating high-performing teams

Decision Making and Problem Solving:

- Decision-making techniques and processes
- Problem-solving strategies and approaches

Conflict Resolution and Negotiation:

- Identifying and managing conflicts within the SK council
- Negotiation skills for resolving disputes
- Strategic Planning and Implementation:
  - Developing strategic plans for youth development
  - Implementing and monitoring strategic initiatives

#### **4. Conclusion and recommendation**

In conclusion, Assessment of core competencies among SK officials demonstrated generally high levels of proficiency, particularly in adaptability, commitment to serving Filipino youth, and effective communication. However, there was room for improvement in organizational awareness, indicating the need for targeted training in this area. Technical competencies among SK officials were assessed positively, with highest scores observed in financial management and budgeting, followed by problem analysis and resolution, and policy development. Most competencies fell within the advanced range, suggesting a strong overall technical competency among SK officials.

Leadership competencies were also assessed at an advanced level, with fostering collaboration and consensus scoring the highest mean. SK officials demonstrated proficiency in embracing change and planning for results, although there was room for improvement in effective decision-making and strategic thinking. Lastly, the challenges faced by SK officials highlight the urgent need for comprehensive reforms and support mechanisms. Streamlining training sessions, reducing bureaucratic hurdles, ensuring stability, and safeguarding autonomy are crucial steps to enhance SK officials' effectiveness in serving Filipino youth. Overall, these findings highlight the importance of considering demographic factors in understanding and developing competencies among SK officials. Tailoring training programs to address the unique needs of different demographic groups can enhance overall effectiveness and performance in SK governance, ultimately benefitting the youth communities they serve. While addressing the issues on the challenges faced by SK officials requires collaborative approach involving various stakeholders, including local government units, community organizations, and youth advocates.

Bases on the conclusions drawn from the assessment of the level competencies of SK officials and the challenges they face, comprehensive recommendations are drawn to enhance their competencies and address the identified issues: For the Department of Interior and Local Government Region IV-A to consider adapting the output of the study entitled "Sangguniang Kabataan's Intensive Leadership and Learning Upscaling program (SKILL UP) to enhance the competencies, effectiveness, and leadership capabilities of SK officials, enabling them to fulfill their mandates efficiently and contribute significantly to the development and empowerment of the youth in their communities. For DILG to partner with State Universities and Colleges in designated areas that will serve as academic hubs for Sangguniang Kabataan to implement the capacity development trainings particularly focused on the gaps in competencies of these SK officials found in this study.

For them to consider implementing a three-tier capacity development program that will cater to all SK, SK

Chairpersons, and SK Councilors, each having different roles and competency demands. For the National Youth Commission to consider offering practical, applicable, continuous, and responsive training opportunities to SK officials to help them keep pace with evolving challenges and responsibilities. This can be achieved through regular workshops, seminars, and online courses on relevant topics such as youth advocacy, fiscal administration, and leadership development. For future researchers interested in this area of study, it is recommended to include specific roles or positions of SK officials in the demographic profile. This will enable the development of training programs tailored to the specific needs and responsibilities of different roles within the SK organization. By doing so, training can be more effectively targeted, ensuring that all SK officials receive the appropriate support and skill development necessary for their particular functions.

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