

Balancing Duties And Responsibilities: Experiences Of Students As Sangguniang Kabataan (Sk) Chairperson

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Abstract: This study aimed to discover the experiences of students who are Sangguniang Kabataan chairpersons in balancing their duties and responsibilities with their academic responsibilities and SK duties. An empirical approach to this qualitative research was used to gather and analyze the data from the student participants. Eight (8) Students from the provided research environment were interviewed about their experiences. Their answers revealed several factors that student SK Chairpersons experienced while trying to balance their dual responsibilities. These factors include time management and financial challenges, academic struggles, and a lack of educational resources. The students reported declining youth participation, increased societal pressure, and the need for effective coping strategies. Additionally, they emphasized the importance of having a structured time itinerary and acknowledged the impact of social influences on their experiences. Despite their numerous hardships, these students also gained a broadened perspective and recognized the critical importance of effective time allocation. From the study's findings came the conclusion that school administrators and barangay officials should also be aware of the experiences that student SK chairpersons constantly face to prevent them from pressuring too much.

Keywords: Balancing Duties, Balancing Responsibilities, Experiences of Students, Sangguniang Kabataan Chairperson

INTRODUCTION

The concept of responsibility begins with the familiar principle that emphasizes clear standards of care and capability. An individual should possess a general capacity for decision-making and action and the competence to successfully perform the action that would have prevented harm in a given situation (Tkáčová et al., 2021). It is essential to understand that the concept of responsibility mentioned can coincide with the roles and responsibilities of a student. In this study, "role" refers to the positions or tasks held within an organization or project, each with its purpose and associated duties. Similarly, responsibilities are the obligations linked to a particular role in an organization, which can vary depending on the specific role in a project or organization. Despite all the workloads and added burdens to a student when entering an extracurricular organization other than balancing its responsibilities academically, there are different motivations behind their sudden running for a leadership position in their school.

Dempster et al. (2007) mentioned that student leadership in the community has existed in school settings. Therefore, their study is about why students are interested in having a role in school. Based on the data gathered, the students are motivated to run school positions because of leadership, community engagement, and personal growth. Also, learning programs like engaging in local government activities can drive a student's motivation to run for leadership roles, according to Morgan et al. (2008). Service-learning programs aim to foster citizens actively engaged in the political process and evaluate students' needs.

According to Cáceres-Reche (2021), leadership helps society solve challenges, achieve goals, and sustain human development. Following what was mentioned, the Problem-Based Learning (PBL) from the study of Cocco et al. (2006) can support it. PBL is an educational approach where students work on projects to gain knowledge and skills through real-world experiences. In the context of student leadership, PBL provides opportunities for students to take on leadership roles, collaborate with peers, solve problems, and make decisions in a hands-on setting. Students develop essential leadership qualities such as communication, teamwork, critical thinking, and problem-solving skills by engaging in projects.

It is heavily implied from the studies mentioned above that an individual decides to lead because of self-interest, self-driven motivations, and motivations caused while studying. Moreover, because of these "motivations" and "interests," a school student leader can eventually decide to extend their leadership from their school to their local barangay to run for the youth-governed place in a barangay council which is called the Sangguniang Kabataan.

According to Locus and Ombay (2023), Sangguniang Kabataan is the one who answers the questions and meets the needs of the youth. SKs are the ones who create or make the youth become functional in society. They are responsible for participating in local governance and community development and are evaluated based on their performance. They also help the youth be part of an organization to advocate for the needs of their community. That being said, Sangguniang Kabataan is essential to understand how it helps young individual participate in their communities (Erlina et al., 2023). Talking about empowering and encouraging the youth more about giving importance to the political side of the spectrum, the role of Sangguniang Kabataan in advancing youth governance or “road reformation” is studied by Flores et al. (2021). It is mainly focused on the legislative reforms aimed at enhancing its effectiveness.

The study mentioned above is also a response to the study of Rio (2016), wherein the political engagement of the youth could have been more engaged during the 2007 Sangguniang Kabataan elections. While most respondents showed high involvement in the election, about one-fourth displayed very poor involvement. Alampay (2012) centered on promoting active citizenship by evaluating the performance of Sangguniang Kabataan to citizenship in general. This statement aims to facilitate the development of every individual as an active citizen in local government and encourage their participation in activities allocated to Sangguniang Kabataan. As Malaluan et al. (2014) noted in their study, the Sangguniang Kabataan (SK) plays a crucial role in the community by promoting youth development programs and leadership skills among its members. The SK serves as a training ground for future leaders and instills responsibility among the youth, contributing to the development and progress of the community.

As the last statement of the above paragraph suggests, an example of a training ground of SKs that genuinely tested their responsibility is connected with the study of De Jesus (2022) about how the Sangguniang Kabataan continued to carry out its duties and responsibilities when the COVID-19 pandemic struck, or just any challenges in general. Also, SKs have faced comments and criticisms about corruption and inefficiency in their responsibilities correctly. A study by Ponce et al. (2013) examined the corruption among barangay and youth officials. Bautista (2021) determined how young people view the barangay and youth council skeptically because of the traditionalist Filipino values and moral norms (Benitez, 2022). These traditionalist values also affect youth leaders due to the constant reminder of the grown-ups that the youth do not deserve to engage and join to communicate with them on major national issues, including political issues.

To address the mentioned factors of the youth's skepticism towards SKs, Barangay officials, or political matters in general, Ancho et al. (2022) mentioned in their study that Barangays are responsible for managing the interactions of the community members, utilizing their knowledge, skills, and competencies to serve the public without compromising their needs. Thus, there is a need to measure the understanding of barangay officials in their duties, including their orientation towards Sustainable Development Goals (SDGs) and lifelong learning.

In Barangay Sangguniang Kabataan officials, the SK chairman/chairperson is usually more critical in the overall lineup of the youth government officials and is expected to lead its council. In the study of Jacinto et al. (2023), Barangay chairpersons are required to have the necessary communication skills. The communication skills of SK chairpersons are not only the ones that need to be inherited but also the general knowledge of the chosen profession/organization. For example, being knowledgeable of the definition of the Republic Act 10742, known as The Sangguniang Kabataan Reform Act of 2015, which aims to implement a council of young people living in each village to be elected. This is an opportunity for young people to serve their community as public servants (Palomares et al., 2021).

Furthermore, because every SK chairperson is expected by some to be woke and to know the necessary laws and acts implemented related to the youth, Tormon (2020) assessed how much SK Chairpersons in Cabatuan, Iloilo, knew about RA 10742 (Sangguniang Kabataan Reform Act of 2015) and whether they followed it. The study aimed to provide recommendations on improving the provision of services in the community by developing more effective policies. The study also examined whether there was a relationship between the chairpersons' knowledge and background and how well they followed the law. The study found that the chairpersons' lack of knowledge did not cause low compliance. Programs to increase their knowledge did not improve compliance with the law's administrative provisions. Youth organizations are crucial in nation-building, and retaining elected officials is vital. Magan et al. (2023) found that leadership and management are the most important factors for retaining SK Chairpersons. Development-oriented career management activities have the most significant influence on increasing retention. To improve youth programs, prioritize career planning,

performance feedback, and skill development.

In conclusion, this study is anchored on the following main ideas: the responsibility of a student, the role of being a Sangguniang Kabataan, the definition of SK, the downsides of the perceptions of SK, and the importance of being a Sangguniang Kabataan member. Based on the following related literature, a research gap became the starting point of this research study. This is how students balance their academic responsibilities while being Sangguniang Kabataan members with political duties to fulfill—their experiences, especially how they manage their time. The study focuses more on how students who are SK officials, specifically the SK chairperson, can balance their work and academic life since they have a heavier workload due to being the head of the Sangguniang Kabataan. Furthermore, it has affected, in all ways, their personal and academic life.

STATEMENT OF THE PROBLEM

The study investigated students' strategies to manage their academic workload while serving as Sangguniang Kabataan chairperson. The study was conducted during the school year 2024-2025.

The study aimed to answer the central question, "How do students balance their duties and responsibilities while being a student and having a political position such as a Sangguniang Kabataan Chairperson?" Specifically, it sought to answer the following queries:

1. What are the challenges that students have faced while performing other responsibilities as Sangguniang Kabataan Chairpersons?
2. How do the Sangguniang Kabataan Chairpersons manage the challenges of balancing academic and political responsibilities?
3. What are the realizations that the Sangguniang Kabataan Chairpersons have from their experiences in balancing their dual responsibilities?

METHODOLOGY

The study employed a qualitative case study research design. This methodology is used in particular because its definition fits with the researchers' objectives and purpose, which is to understand the experiences of students who are Sangguniang Kabataan officials. Due to our study focusing on determining and exploring the experiences of a group of people, then this research study will be considered an empirical study. In that case, the Merriam (1998) method will guide the researchers in gathering and analyzing the data. Merriam defines a case study in educational research as a qualitative approach that centers on analyzing a single subject (Erickson, 2020; Merriam, 1998).

Merriam's method is adaptable and systematic, which will be a big help to the researchers in doing their research smoothly, as it emphasizes the importance of conducting a literature review before developing a study to gain a deeper understanding of the theoretical foundations. Merriam provides a detailed outline for researchers to construct a case study, which involves conducting a literature review, establishing a theoretical framework, identifying the issue, formulating and refining research questions, and selecting a study sample that aligns with the research questions (Sibbald et al., 2021).

RESEARCH ENVIRONMENT

This study was conducted in one of the private institutions in San Francisco District, Pagadian City, in the province of Zamboanga del Sur. The researchers believed that this study was relevant to the research environment since the phenomenon of this research study was a common occurrence in the said institution, and the same institution was also known for having students who were Sangguniang Kabataan (SK) members. Also, the students in the said environment meet the research study's qualifications, as they are also balancing their academic and SK life.

RESEARCH PARTICIPANTS

The research participants were the selected qualified eight (8) students studying in the mentioned research environment who were juggling responsibilities as a Sangguniang Kabataan in their respective local barangay while being students also juggling responsibilities in their academic life. In determining the participants, the researchers used the following criteria: firstly, the participant must be a Bonafide college student; secondly, the participant must be a Sangguniang Kabataan Chairperson, and; lastly, the participant should have experienced balancing their responsibilities as a student and a local Sangguniang Kabataan chairperson.

RESULTS AND DISCUSSIONS

This chapter presents the data interpretation and analysis from the responses of the chosen research participants, who are the students who are balancing their duties and responsibilities in academic and SK chairman life.

This section of the study explains the main structural framework that aids for understanding the various factors that shape the experiences of students balancing their duties and responsibilities while being an SK chairperson. The participants' responses will positively give way for deeper knowledge about the true experiences of students who are SK chairpersons, and may possibly be given a conclusion and/or insights for any educational interventions and support strategies.

Challenges in Having Dual Responsibilities

The results of the participants' feedback revealed three main sub-themes regarding the Challenges of Students Having Dual Responsibilities: (a) Time Management, (b) Financial Problems, (c) Academically struggling, and (d) lack of educational resources.

Time Management. This pertains to the number one factor that makes having dual responsibilities as a student more difficult. This includes unbalanced priorities, important disruptions during class hours, and being responsible in handling your duties and responsibilities.

"una kay kana jung time management jud, kay kuan man gud amoa didto kana bitawng naay klase buntag dayon naa pajuy gap naa pajud sa hapon, mura bitawg dili siya sunod ba, example naa kay klase 8 tamag 10 nya sunod klase nimo naa napuy alas 2 unya sa Buenavista biya kay wala kay kalaagan ba.." [first of all, time management. Because in our campus, when we have classes, there is also a gap in between, even during our afternoon classes. Therefore, our classes aren't directly consecutive. Example, you have a class at 8 in the morning up until 10 A.M but your next class after that is not until 2 in the afternoon and you all know that there aren't that much hangout places in the Buenavista campus] – P2

"As usa ka studyante og sabay sa work sa sk, medjo stressing jud siya pero og kabalo ka mo manage saimong time, dali rajud siya. If kabalo lang ka sa mga coping mechanisms bitaw, dali rajud siya ma handle, pero so far okay raman, goods." [As a student who is balancing the works in the SK, it is slightly stressing. However, if you know how to manage your time properly, your responsibilities will be easy to handle. But so far, it's okay, goods.] – P4

"Okay siya, pero at the same time, usahay bitaw kanang matunga jud bitaw imong time labaw na nga granscil pud ko sa skwelahan so grabe jud ang time management bitaw. pero so far, okay raman." [It's okay, but at the same time, your time will be split, especially that I am also a part of the granscil in our school, so the time management is really needed. But so far, it's going okay.] – P5

"Akong challenges? ah karon kay ang pag manage lang ug sa time pag abot sa sk naku kay lisud kaayu eh manage ang time kay mo skwela paka tapos naay seminars training dayon activities sa sk so lisud I manage pero naa man tay gitawag nga time management so mangita jud ug pamaagi para maigo jud ang oras." [My challenges? ah right now is how to manage my time properly, since balancing my time on working my duties as an SK is difficult because I have to still go to school, and then there are instances where there are seminars, trainings, or any activities regarding the SK. So It is quite difficult to manage but there is this thing that we call as "time management" so we really have to find a way to fit our time properly.] – P8

"Kuan lang manage lang sa time, tapos, mao ra mag manage ka sa imong time, dayon responsible jud ka kay ning dagan man ka, first time nako ming dagan so dapat responsible jud." [Just manage your time and then, yeah just manage your time. And also, be responsible because you chose to run for the position. For me, it was my first time to run so it is important that you have to be responsible.] – P9

The participants' responses thoroughly discussed and proved the major influence of unbalanced priorities, important disruptions during class hours, and being responsible in handling duties and responsibilities to the flow of experiences students who are SK chairpersons have in balancing their duties and responsibilities. Their responses significantly pointed out the difficulties they have endured when managing their academic, student life while having outside responsibilities.

The study by Nasrullah and Khan (2015) entitled "The Impact of Time Management on the Students' Academic Achievements" correlates with the responses of the participants regarding their inability to manage their time well as a student. The study highlights the importance of time management in reducing the stress of balancing multiple responsibilities and improving academic performance related to balancing multiple responsibilities, such as academic duties and extracurricular activities. It emphasizes that students who have completely control over their time management have better performance evaluations and experience less stress. This study is relevant to the 'Time Management' theme since our research participants, SK (Sangguniang Kabataan) chairpersons, also juggle academic and extracurricular activities since they are still students.

The chosen theme and the related study that supports it also align with the theoretical framework of this current study, which is the Hexagon Theory – Student Leadership Development Theory by Amirianzadeh (2012). The theory discusses how the attitude of a student develops when experiencing leadership. Furthermore, the theory suggests that leadership influences and develops an individual's skills, family, school, friends, university, and society. Since it touches on the concept of enhancing an individual's ability, and the theme states that a student's attitude and behavior are enhanced when experiencing leadership, It can be concluded from the students' responses that their priorities and the time that they have now that is divided due to having dual responsibilities while still being a student, enables them to undergo the challenge of managing their time. This changes their attitude and behavior regarding time management.

Academic struggle. This refers to the challenges that the students have faced. Specifically, students who have outside or extracurricular obligations make their time for their academics difficult and leads them to struggle during classes. This includes having teachers with no consideration and difficulty catching up academically.

"Oo labaw na sa pagka sk dili judsya kalikayan nga naay mga schedule, naay mga meeting mga importante mandatory sya Kinahanglan jud sya mamili if academic or pagka sk Lisud jud kaayu sya eh balanse. Ang columban manggud naay uban teachers nga dili mo excuse dili jud ka eh consider naajud mga teachers nga mo consider kay lagi sk ka mamili nalang jud ka asay importante kung naakay exam or quiz anang adlaw kuan ana mamili ka. Dili man gud sila muhatag ug remedial if ma timing kag teacher medyo basher kay eh zero judka mag dependi jud sa teacher." [Yes, specially that as an SK, having a set of schedule is inevitable. There are important meetings that are mandatory, so you have to choose between your academics or your SK duties, balancing both of them is difficult. There are teachers in my school who do not consider your schedule and does not excuse you formally during classes even though you are an SK chairperson. But however, there are some teachers who consider your position. In that situation, you just have to decide if what is your utmost priority, whether you have a quiz, exam, and etc. If your teacher is strict, they won't give you a remedial, even knowing your circumstance, they would still give you a zero, but it depends on the teacher.] – P9

"Challenges lang gyud nako no nga as a sk council in our barangay, we face different challenge naa usahay maka struggle 'mi while nag klase 'mi then nay mga incoming meetings or activities bitaw then mag lisod mig catch-up usahay." [So, my challenges as both a student and an SK council in our Barangay is that we face different challenges but however, there are times where we struggle during classes and we need to catch-up for incoming meetings or activities, and it's very hard to catch-up.] – P4

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Both participants responses, Participant 9 and Participant 4, opened up about the reality of college life wherein self-study is vital and is truly a must since the teachers are not very considerate, depending on their teaching styles, and the difficulties of reality wherein they have a hard time catching-up due to having tiring and extensive extracurricular work. Like what Participant 4 has stated, "My challenges as both a student and an SK council in our Barangay is that there are times where we struggle during classes and we need to catch-up for incoming meetings or activities, and it's very hard to catch-up." It is clear in responses that academic sacrifices and major decisions are not rare for them to have since having their academic and extracurricular schedules engage with each other is not inevitable for them.

As stated in Laboda's (2022) study, Students who struggle academically often find the curriculum challenging, leading to disengagement and a lack of confidence in achieving success. Also, students struggle academically because of the multiple challenges they have experienced, which include any other responsibilities aside from their financial stability (Beddoe et al., 2024). Though they belong in a student-centered learning environment which aims to specifically help a students engagement, students receive instead disengagement and lack of confidence in class caused by the minimal guidance, support, and low consideration of their peers (Allen et al., 2023). The related literature aligns with the chosen theme for the participants' responses, which is 'Academically Struggling', since their responses have some similarities in terms of having no support and consideration from their peers or their teachers, even when faced with choosing a major decision to attend an urgent meeting in the middle of the class, which leads them to the difficulty of

catching up to their school works. In the related literature, Laboda mentioned ways to support and help these academically struggling students; various strategies were implemented, such as diverse instructional methods, fostering a positive classroom environment, building strong teacher-student relationships, and enhancing self-efficacy. The effectiveness of these strategies was evaluated through data collection focused on three types of engagement: behavioral (participation in activities), emotional (feelings towards teachers and the school), and cognitive (effort and investment in learning). The mentioned strategies are also in line with the current study's theoretical framework, which will then be further discussed.

The current theoretical framework is the study by Amiranzadeh (2012) entitled "Hexagon Theory – Student Leadership Development Theory," which talks about how an individual can develop when experiencing leadership. It encompasses six crucial factors: the individual, family, school, friends, university, and society. These six are the most positively affected regarding skills in handling and interacting with the six crucial factors. The stated possible strategies by Laboda's (2022) study highly align with the factors of the skills that can be developed when experiencing leadership. The first engagement strategy suggests that having a 'behavioral' engagement, which refers to joining activities or extracurricular activities, is developed to make the student more comfortable in their classroom. In terms of the current theory of the current study, behavioral engagement can be identified with the factors of family, school, friends, university, and society. This means, that developing a skill by experiencing leadership or experiencing a hardship that requires your thinking will help develop your social skills and enhance your behavioral engagement which will affect the remaining 5 factors of the Hexagon Theory.

Lacking of educational resources. This pertains to the number one factor that makes having dual responsibilities as a student more difficult. This includes unbalanced priorities, important disruptions during class hours, and being responsible in handling your duties and responsibilities.

"Oo, kanang mga nasa skwelahan like ang college man gud kay ikaw rajud mag tudlo saimong self, dili na ang teacher. bale sila nalang ang mag guide nimo, so dira najud ka makaingon ngaimportante jud ang mag self study nalang kaysa sa magsalig bitaw sa teachers kay mao najud ilang gina practice." [Yes, for example, in school or like in college. There are times that you could only resort to 'self-study', because you can't rely to your teacher. Because in that case, they are the ones who will only guide you so the importance of self-study will make you realize that relying all the time is not good since in college, the teachers don't tolerate that kind of behaviour when you only rely to your teachers.] – P4

"Naa especially technology kay naguba among laptop so sa barangay nako mag encode karon mga e print." [Yes, especially technology since my laptop was damaged, I have to resort to go to the barangay when encoding something to print for school purposes. I usually have a hard time technologically speaking like printers and etc., just that.] – P1

"yes I said earlier kanang lack of mga amotonon mga school example naa koy palitonon nga gamit dili nako siya ma palit dayon kay wala man koy kwarta ika gasto akong kwarta." [Yes, as I said earlier, like lack of contributions I school, what was it again ah lack of school resources. An example about that is when I have to buy a thing but I can't buy it on the spot since I don't have any money left for my allowance. My allowance is just enough for a week for my school purposes.] – P3

"ako kay sa resources lang sguro sa pag review2 kay lisud jud kaayu sya mangitag kanang resources naamangyuy uban resources nga maojud gigamit sa mga teachers ako kay mag lisud judko niana kay daghan manggud kaayu manggawas naapuy uban masudlan nga bayaran." [For me, just the resources. Since when reviewing, the resources are very hard to look for, the ones the teachers use for our classes. I find it difficult to identify the exact resources the teachers use, even when I look for resources, they can't be opened because you still have to pay for it.] – P9

The participants shared some of the difficulties they faced while in college. One student said that college requires much self-study since teachers only guide rather than teach them directly, so the students must learn independently. Technology problems are also common problems in some of the participants. Like what Participant 1 shared that, "Yes, especially technology since my laptop was damaged, I have to resort to go to the barangay when encoding something to print for school purposes. I usually have a hard time technologically speaking like printers and etc. just that." Access to learning materials in school is also hard enough to approach, as some resources are hard to find or require payment to have permission for usage. these students face many challenges in trying to keep up with their studies while studying

in college.

A study by Maffea (2020) entitled “Lack of Resources in Classrooms” reveals that students in under-funded schools are at a high risk of poor performance on standardized tests due to a lack of educational resources. Al-Amin et al. (2021) also stated that in every other urgent emergency, we mainly use technology since we live in an era of technology. However, a challenge for most students often includes a lack of technological resources. Additional research highlights that stressful learning environments result from unequal priorities, interruptions, and overwhelming responsibilities, negatively impacting academic growth. Overall, both the related literature and the theme that supports our participants' responses suggest that providing equitable educational support is crucial for helping students achieve high academic success.

Societal Pressure. This theme refers to most SK students' challenges during their term as SK Chairperson. This challenge is not avoidable but can be intervened if wanted.

“daghan kayg questions ang mga kabatan-unan bitaw nga when ang mga other activities or upcoming activities saamong barangay then we face those challenges jud or ga struggles ‘mi, we encounter them. saamoa man gud karon is lack pajud kayo amoang budget. Very daghan ‘mig activities so daghan kayg mga gilabay nga kuan nga walay lihok ang mga sk, naga pasagad ang mga sk ingon ana.” [We face different problems in the communities. For example, there are many questions from the youth, like when our barangay will hold certain activities or events. We struggle to handle these challenges. One issue we're currently facing is a serious lack of budget. We have so many activities planned, but it feels like there's no action from the SK, so people think we're not doing anything.] - P4

“Oh kana naay juy mga factors gyud labina atong kuan election kay naa man juy mga, syimpre normal naman jud nang siraan ka sa uban sa kontra, makaingon kag mo undang nalang ko oi, tapos kulang pud og support bitaw, so atong panahona ako ra juy naningkamot ato ,like ako ray nag print sa akoang kaugalingon kuan mga posters ako ray nag papilit sa kuan ako ra isa.” [There are really some factors, especially during election times, when it's normal for opponents to spread negative rumors about you. It makes you think about quitting sometimes, especially when there's a lack of support. I remember having to work alone, like printing my own posters and handling everything by myself.] - P8

“dili jud nimo ma please ang tanan and dili jud mag expect ug too much kay kay bisan unsa naajud silay ma storya.” [One thing that stands out to me is realizing that we can't please everyone, and I should not expect too much because you can't make everyone happy, even with good intentions, and sometimes, people will still criticize.] - P9

The statements put the best part of the challenges faced by Sangguniang Kabataan (SK) Chairpersons, particularly concerning the budget limitations that limit their role in functioning to organize activities and engage with in the community effectively. These leaders also negotiate the complexities of local politics, where rivals of the same position during elections can lead to personal isolation and increased pressure on voting days. One individual described the immense responsibility of campaigning and managing community expectations alone can lead to a realization that everyone cannot be pleased even if you have good intentions in serving the community. This reflects a wide way of thinking among youth leaders who experience a struggle to balance between ambition and the realities of serving local governance, resulting in disappointment when their efforts do not submit the anticipated outcomes.

The study by Keyzers (2020) discusses how peer pressure can lead to sudden shifts in behavior within a group of people, particularly in the community of individuals who hold significant positions or benefits within a social network or politics. This study connects directly to the challenges faced by Sangguniang Kabataan (SK) Chairpersons, as related in the participants' response. The pressure experience of local politics leadership isolating experience of managing community expectations reflect the difficulty of leadership discussed in the Sangguniang Kabataan rulings. Just as the model indicates that influential people can significantly shake group behavior, the SK Chairpersons' efforts for addressing community needs are often shaped by their roles as leaders in the local community. Nevertheless, they face the reality of the society that not all community members can be pleased despite their good intentions of serving the people. That is why, in order to mitigate further effects of societal pressure on SKs, they must be guided and given the knowledge to deal with peer and/or societal pressure (Mosqueda et al., 2022).

The theory of this current study, which is the Hexagon Theory – Student Leadership Development Theory by Amiranzadeh (2012), aligns with the related literature stated above. As proven by the last statement before this paragraph, the related literature has suggested finding ways to mitigate further effects of societal pressure. That is where the theory of the current study appears. The theory states that experiencing leadership develops and enhances a

student's attitude and behavior, especially skills and knowledge. The participants of the study are also experiencing leadership while going through the challenge of societal pressure; by this current study's theory, the participants may develop and learn how to deal with societal pressure whilst doing their work as an SK Chairperson.

Managing Academic and Political Responsibilities

This SOP presents how SK Chairpersons manage their academic and political responsibilities. The participants' feedback identified two primary themes concerning about how SK Chairpersons manage their academic and political responsibilities: Time Itinerary, and Social Influence.

Time Itinerary. This pertains to the number one management strategy that most of the SK Chairpersons have used to balance out their dual responsibilities, which, in this study, are the academic responsibilities and SK duties of the student SKs. This includes making weekly or daily planning, time management, and inserting alarms now and then.

"As an sk chairperson gina manage nako na siya og mag hatag ko og oras para rajod na siya sa mga buhatonon as an sk sa lain napod mga buhaton mag hatag rapod ko og oras like naa silay separate like for sk naa koy oras para rapod sa sk for other things mao rapod ni siya nga oras in ana ko mag manage sa akong dual responsibilities" [As an SK chairperson, I manage my time and make sure to dedicate specific hours for my duties as an SK. I have separate schedules for SK activities and other responsibilities, so I can handle my dual roles effectively.] – P3

"since my course is management accounting so managing is not an alien again to us so kuan unahon nako usahay unahon nako ang, kani nga time naa koy gi kuan gi alarm duha ka oras diri rani sa school dayon sunod mag kuan napod ta mag alarm napod ko, dayon kani napod ing ana ana ra murag ana bitaw like ah naa koy time frame, ga set kog time frame and schedules." [Since my course is management accounting, managing is not new to me. I often prioritize tasks, and right now, I have two alarms set for this school. Then, I'll set another alarm for other tasks. It's about having a time frame and making schedules.] - P1

"kani kay learn to make your daily planning, weekly planning and monthly planning and learn to manage your time as well as if nag skwela ka dapat kamao ka mo manage saimong time dili lang ka pirmente nga unya unyaon lang nimo ba dapat og gusto ka mahuman dayon buhaton dayon nimo." [I've learned to plan daily, weekly, and monthly and to manage my time well. If you're studying, you must know how to manage your time, not just go with the flow. If you want to finish your work, you have to stay on top of it.] - P4

"I manage my dual responsibilities kanang mag set ko og to do list sa balay like mang hugas kog plato mamilo ko mag lung-ag ko og sa school pod dili nako pasagdan akong mga assignment nga ma pending dili nako pasagdan akong mga activities nga dili ma human dapat inig naay ihatag nga activities buhaton dayon siya para dili na kaayo ko mag kalisud og ting comply na" [I manage my responsibilities by making a to-do list at home, like washing dishes or doing laundry. I also have schoolwork that I can't just ignore; I have to finish my assignments and activities on time so I don't struggle later.] – P9

The participants' responses proved that even though they have successfully managed their time perfectly, they still set specific time schedule to not let their management streak end. What Participant 4 stated, "I've learned to plan daily, weekly, and monthly and to manage my time well. If you are studying, you must know how to manage your time, not just go with the flow. If you want to finish your work, you have to stay on top of it." Since all of the participants are studying, they are very wary of setting and managing their time, depending on how important a specific work is.

According to Ahmad Uzir et al. (2020), the importance of setting time tactics and strategies is recommended for a better engagement. The impact of dividing specific time frames for your tasks on the students' academic performance looks at how students' ability to manage their time affects their grades. It finds that students who set goals, organize their tasks, and make study schedules usually get better grades and feel less stressed. On the other hand, students who struggle with time management, such as those who delay or do not plan well, often have lower grades and feel more stress. This study recommended that learning time management skills can help students do better in school and balance schoolwork and personal life well. Time management is an important skill for students' success and well-being (Iyami et al., 2021).

The Hexagon Theory – Student Leadership Development Theory encompasses the above-mentioned related literature. Since it talks about how to get the necessary skills to manage and set your time well, it aligns well with the aim

of the said theory, which aims to develop your whole self, including skills, attitude, and behavior. Both the study and theory talk about the importance of improving and enhancing the personal skills necessary for self-development.

Social Influence. This theme describes some of the SK chairpersons' management or coping strategies for balancing their dual responsibilities: their social circle. This includes socializing with friends, and various interactions on social media.

"Dili ko kaingon nga naka influence ko but some of my friends have influenced me sila mismo ang nag influence nako nga you have to do this to manage your time or to encounter bitaw nga mag cramming nalang ko then tungod nila nainfluence ko I'm not pretty sure kung naka influence ba pud ko pero as I can see one of my friend na ganahan siya saakong way nga in ato ko mo manage." [I'm not saying I influenced anyone, but some of my friends influenced me. They told me that I needed to manage my time better or else I'd end up cramming. Because of them, I'm not sure if I influenced them, but I can see one of my friends likes the way I manage things.] – P4

"I think Oo, Oo pero dili kaayu more on people judsya nga kanang same pud nako ug experience." [I think yes, but it seems more like it's about people who have similar experiences.] - P9

The participants' responses shared their experiences to help us understand how social influences shape their development. Participant 4's statement, "Some of my friends influenced me. They told me that I needed to manage my time better or else I'd end up cramming." This suggests that supportive friendships are crucial in promoting healthy growth during adolescence.

The study by Telzer et al. (2018) looks at how social influences impact youth development. For instance, Participant 4 mentions that friends' suggestions helped them better manage their time, which connects to the study's conclusion that strong friendships can boost emotional well-being and resilience. Participant 9 talks about the importance of shared experiences with peers, echoing the study's point that understanding one another can lead to better learning and coping strategies. It is also proved by Qureshi et al. (2023) that social influence from social factors helps develop a student's or an individual's engagement. Overall, the participants and the research highlight how supportive friendships are crucial in helping young people navigate challenges and foster their personal development.

The current study's theory, Hexagon Theory – Student Leadership Development Theory, touches on the aim of the related literature. The theory talks about how Leadership self-development and enhancement can also be caught by being influenced by your social circle, which perfectly depicts the related literatures aim in this theme.

Realizations and Insights of SK Chairpersons in Having Dual Responsibilities

This last SOP shows the realizations and insights of SK Chairpersons in having dual responsibilities. The gathered responses from the participants' regarding the realizations and insights of SK Chairpersons in having dual responsibilities revealed three main themes, mainly: Full of Hardships, Enhanced Perspective, and Importance of Time Allocation.

Full of Hardships. This theme pertains to the commonly answered response from the student SK Chairpersons whenever asked how they feel leading and being an SK Chairperson. The following includes being passionate about leading and thinking before running.

"so sa advices lang nako is think before you run and dili man saingon nga kuan nindot mo dagan pag sk. If you plan to run for SK chair barangay, you have to think carefully." [My advice is to think carefully before you run for SK chair. Being an SK council member is not just a fun job. You have to manage the youth, your committee, and your organizations, and you will face many challenges. So think about whether you can handle those challenges.] - P4

"ang akua mahatag jud nga advice nga mudagan ug sk dapat ug kana jud naa saimoha ang mo serve sa katawhan kay wala juy maka pugong saimuha like ug passion bitaw jud nimu ang mo tabang sulay nalang jud ug dagan pero ug kana bitawng gusto rakag pa famous dili bitaw jud service ug mentality imong kuan ka aynalang jud ug sulod kay promise jud muondang lagi ka kay dijud sya sayun." [My main advice for running for SK is to really want to serve the community. If you're just looking for fame, it won't work. You have to be dedicated.] – P2

"ang akua lang kay mag research jud sila daan kay ang pagka sk dili jud lalim daghan kog nailhan nga gusto na mag resign ug gusto mag sk dapat aware judka sa consequences mga buhatunon sa sk kay pagsulod nako sa sk wako ga dahom ing ani sya kalisud ang akua dont

gyud." [What I think is that they should really research first because being an SK is not easy. I know many people who want to resign or who are hesitant to become SK members. You need to be aware of the consequences and responsibilities that come with being in SK because it is really challenging. I personally wouldn't take it lightly.] – P9

"so ako rajung advice na mahatag sa mga sk nga kuan og nag duha-duha or like gi pugos ra bitaw mos parents ninyo na mo dagan kay ayaw nalang jud kay lisod jud kaayo siya pero like, og gusto or willing jud kaayo mo serve sa mga tawo kay go pero og napugos raka kay ayaw nalang jud kay lisod kaayo ang sk, promise." [I advise those who are hesitant about running for SK to consider their commitment. If you want to serve the people, then go for it. But if you're being forced into it, maybe you shouldn't, because it can be really hard.] - P6

Most of the responses highlight the experiences and advice of Sangguniang Kabataan council members, emphasizing the importance of time management, commitment, and leadership skills during their time as community leaders. Members discuss how time management helps balance their duality responsibilities like schoolwork, SK duties, and life improvement. They note that the true commitment of leadership is essential to serve the community effectively, advising those SK leader's positions in every community to reflect on their motivations when they run for elections. Like what Participant 6 have stated, "I advise those who are hesitant about running for SK to consider their commitment. If you want to serve the people, then go for it. But if you're being forced into it, maybe you shouldn't, because it can be really hard." Leadership in SK not only builds confidence and public speaking skills but also provides a sense of responsibility for serving the Filipino people and acting as role models for the youth. Despite the challenges, members find the experience valuable for personal and professional development they gain the most precious experience of their time in serving the people.

This study by Creedon (2015) shows that any kind of hardship hinders academic engagement due to stress and anxiety about balancing work. Being in this kind of work (Sangguniang Kabataan) while being a student seems fulfilling and helps you develop yourself. However, it is also said that those perceived as positive personal growth developers are usually perceived as barriers and hindrances (Khliefat et al., 2021).

The theory of this current study is the Hexagon Theory – Student Leadership Development Theory by Amiranzadeh (2012). This theory aligns with the related literature's explanation that the students in that (SK) line of work experience hardships despite developing their personal skills. This is the aim of the theory of this current study since it also explains that when going through Leadership, you are expected to benefit from it by enhancing your personal skills, attitude, and behavior.

Enhanced Perspective. This theme explains and proves that the realizations that the student SK Chairpersons gained from experiencing how to balance their duties and responsibilities changed their mindset about something. It includes developing a sense of leadership, a love for public speaking, and a sense of confidence.

"oo, naka change gyud, like for example sa school, some of my friends didto kay mo ingon gyud sila nga kani nalang si luna kay sk so kuan pud it changed me a lot during this kuan nga kaning pag dagan nakog sk kay ga tuo ko sa sk nako is mag focus rako sa committee but to be an sk council is mag focus ka sa mga leaderships, ikaw mismo mag lead saimong mga youth into a right path bitaw nga mao ni ang saktong kay because if you are in a sk council, you are the role model for your fellowship." [Being involved in SK has changed me a lot. For example, at school, some of my friends recognized my efforts, and it made me focus more on leadership. As an SK council member, you have to be a role model for others. People will see your actions and follow your lead.] - P4

"Oo na change to siya kay sauna dili kay ko hilig maayo bitawg public speaking dayon ako pud na siyang gigamit bitaw para pud mo gain as mo grow ko as a person, kay dili man ta perfect kay mag practice pa gud ta kay sugod pagud ta sa SK mauna sya akong pamaagi para bitaw mas maayo makig connect bitaw sa mga tawo." [I've improved my public speaking skills through my involvement in SK. I've learned to connect better with others, and while no one is perfect, we can all grow through practice.] - P4

"Of course kana jud mag guide ug people. Para saakua jud nindut jud nga sk ka dayun studyante pudka kay samtang bitaw nga mo skwela kaay naajudkay learn nga environment for example sa academic ma enhance ramangyud kasagara imong mental s ask bitaw kay makita jud ang physical involvement jud sample nga ma enhance imuhang physical confidence at the same time naakay ma learned nga dili ma learn sa skwelahan." [Of course, it's important

to guide people, especially the youth. Being in SK helps us learn and grow. For example, in academics, it enhances our mental and physical confidence, which we might not gain just by being average students.] - P9

The participants' responses truly serves as a testimony on how running for SK Chairperson really made a difference in their perspective about life, whether personally or socially. Just like what Participant 9 said, "It's important to guide people, especially the youth. Being in SK helps us learn and grow. For example, in academics, it enhances our mental and physical confidence." It truly shows that they have gained something and one of the things have gained is the love for serving the people.

The study by Morales and Trotman (2004) explores how students from various background develop a sense of resiliency which helps them achieve academic and personal success. It truly proves that having dual responsibilities, including being an SK Chairperson and a student, helps you improve your perspective, personally. And since every destination does not always go through a negative journey, there are also positive moments to which the participants have found advice. According to Pourkord et al. (2020), a person's joy or feeling of happiness could be considered essential factors in students' resilience. These highlight the factors that promote resilience among students from various environments, as Sangguniang Kabataan members' reflections emphasize the same standards, such as commitment, time management, and adaptability, that is both essential for managing dual responsibility in both academics and community leadership roles.

The Hexagon Theory – Student Leadership Development Theory by Amirianzadeh (2012) aligns with the 'Enhanced Perspective' theme. This is where the outcome from experiencing leadership comes, which is exactly the theme that is described. A participant's behavior and skills are developed after learning how to lead, or to be in a leadership position. Which is definitely why the theme and the current study's theory perfectly align with each other.

Importance of Time Allocation. The last and final theme concludes the realization that the Sangguniang Kabataan Chairpersons have in having dual responsibilities. This includes appreciating time, feelings of fulfillment, and being knowledgeable about time management.

"Lessons jud nga akong nakuan kay diri ko nakabalo og unsaon jud pag manage gyud sa time kay mao rajud na kay lisod jud kaayo i manage ang time labaw na nga naa mi practice pud sa kalinaw, then officer pajud kos skwelahan then naa pajud mi sessions so like gi balance jud - unsaon pag balance saimong time nga ma maka adto gihapon ka ana nga mga like session, meeting namo sa granscil, then practice sa kalinaw, so, grabe siya nga challenge pero at the same time, kana bitawng like kanang fulfilling siya ba nga inig maadtuan nimo na siya tanan nga grabe ka hectic saimong time." [I've learned to manage my time well. With so many responsibilities, I have to balance everything: my SK duties, school, and other activities. It's a big challenge, but it's also rewarding when I attend all the events.] - P5

"Ouh katong sa pag balanse nako dako kaayog kabag uhan jud kay tungod unsaon nako pag manage sa time magabie basketball man akua dulaon kay basketball player manggud ko sa columban pagka daug nako nakaundang judko pagka varsity kay tungod saakuang pag sk." [Managing my time as a basketball player is important, especially since I was a varsity player. Being involved in SK has taught me the value of time management.] - P7

"Oo kay kuan murag pagka sk nako nahibaw an ang importansya sa pag time management Ang ipuno more on panghadlok nalang judsya ang pagka sk dili judsya lalim if naamoy gusto sudlan pagka leader dapat knowledgeable judkabkay dili judsya lalim lisud judsya." [Being in SK has made me realize the importance of time management. It's not easy, and if you want to be a leader, you need to be knowledgeable. It can be really difficult.] – P9

Participant 5's responses really speaks for all of the participants' experiences while being an SK Chairperson, which is "fulfillment". The fulfillment that what Participant 5 meant is, "I've learned to manage my time well. With so many responsibilities, I have to balance everything: my SK duties, school, and other activities. It's a big challenge, but it's also rewarding when I attend all the events." The word "rewarding". Meaning, even though they go through the struggle of balancing their duties and responsibilities as student SK Chairpersons, the feeling of fulfillment still awaits them every after events or activities that they have done. The feeling that they successfully did a good job balancing their duties and responsibilities. Which what was meant by Participant 5's statement about how "rewarding" it is after they have attended all events.

In a study by Grave (2011), it examines how the way students allocate their time and how it affects their performance, It finds that attending courses positively impacts grades and performance, and shows that the effectiveness

of time management and prioritizing dual responsibilities lead to better outcomes, whether in academic performance or leadership skills growth. And the aftermath of that better outcome comes the feeling of fulfillment knowing that they accomplished their works, or their implemented programs that they handled well (Shaack et al., 2020).

The Hexagon Theory – Student Leadership Development Theory by Amiranzadeh (2012) truly aligns with the related literature stated that supports this theme. Since the related literatures talk about how the outcomes of the students' time allocation were positive and fulfilling, it proves that the leadership development that the theory proves to be is true. Because the theory states that in order for your leadership to be developed, it considers six crucial factors that will be affected positively; individual, family, school, friends, university, and society. And that when you undergo leadership development, your skills and behavior change. Which explains the mastery of time allocation and the sense of fulfillment felt by the students stated by the related literatures above. These experiences show that prioritizing allocating time management thoughtfully supports both responsibilities academic achievements and the development of essential skills like resilience, discipline, and confidence as local community leader serving the Filipino people.

The four SOPs gathered aggregated twelve themes running through them. Some of these include time management, financial difficulties, struggling academically, having limited access to educational resources, decreasing youth participation, societal Pressure, coping strategies, how time is allocated, Social Influence, challenges, a broader view of issues, and the importance of time management. All themes were analyzed and discussed further in detail.

Time Management: This theme represents the importance of planning and prioritizing one's activities in balancing diversified responsibilities. Most respondents argued that proper time management skills are crucial to attaining academic success and well-being. **Financial Problems:** Many responses pointed out that financial challenges were among the problems the students encountered in their quest to seek education and gain academic success. An overwhelming majority expressed apprehensions over high tuition fees, living costs, and the challenges they would face while carrying a load of student debt, which would compromise academic performance.

Academic Battle: This theme included struggles in the academic setting, such as not understanding the coursework, being unable to handle the workload, and not meeting the expectations set by the academics. Most of the respondents shared their experiences of getting along and how to cope with these challenges. **Lack of Educational Resources:** Many participants said they needed more resources such as books, technology, and tutoring. This leads to poor learning results and marked limitation of pupils' potential.

Coping Strategies: Most people point out the strategies that they adopt to address issues that come their way. Such methods include peer and mentor support, tool utilization in time management, and mindfulness practices. **Time Itinerary:** The subject matter relates to planned scheduling regarding the right time to spend studying, working, and handling personal obligations. Most respondents claimed to have an itinerary about maximizing productivity. **Social Influence:** Respondents admitted having friends and family who guided their educational direction and attitude. Good social influences motivate and encourage students, while inappropriate ones can distract or cause them to become disengaged.

Full of Hardships, some of the respondents continued to comment that most student journeys are full of hardships, which can be personal, financial, or academic. These are significant to consider in light of their resolve and determination. **Improved Insight:** Most respondents mentioned overcoming their difficulties through experiences; subsequently, this gives personal and expansive insight into life. Such experiences help build an individual's resilience and appreciation for their education. **Management of Time:** The theme of proper management of time between different activities would come across as the appropriate allocation of time to be devoted to both short-term and long-term goals.

Adequate time management towards these was considered essential by the respondents. Each topic was discussed and debated profoundly; thus, it provides a panoramic view of the respondents' experience and perception within their educational journeys. These themes could usefully give context to what is going on with students' challenges, working to improve support systems within the academic institutions.

-CONCLUSION

The study investigated the problems, coping mechanisms, thought, and reflections experienced by student SK chairpersons with a deep understanding of varied circumstances encountered by the vulnerable group. Some of the major issues that have been identified are: poor management of time, financial constraint, academic challenges, poor educational resources, decreased youth participation, and social pressure-all these contributed significantly to the challenges that the student SK chair persons face.

The study elucidates issues, coping mechanisms, epiphanies, and reflections of student SK chairpersons with regard to an in-depth understanding of the various experiences of the vulnerable group. Major issues that have been reported include time management, financial issues, pressure of academics, poor facilities for education, decrease in interest among youths, and societal pressure-all contributing extensively to the problems of student SK chairpersons.

The research went further to bring categorization of coping skills as positive, negative, or neutral but actually demonstrated how students cope with adversity in complex ways. The research further enhanced knowledge on time

management, coping strategies, social influences, challenges, broader perspectives, and more importantly, the significant role that time allocation does in how student SK Chairpersons exercise their duties. Such a discerning insight into these situations will, therefore, lead educators, public officials as well as support systems in constructing targeted intervention approaches at the different levels that will benefit the complex interplay of problems and coping strategies experienced by student SK Chairpersons.

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