

# The Sangguniang Kabataan Mandatory Training (SKMT): An Assessment

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## ABSTRACT

This study assessed the effectiveness of the Sangguniang Kabataan Mandatory Training (SKMT) in Narra, Palawan, focusing on socio-demographic profiles, training satisfaction, and training effectiveness. Conducted one year after SK officials completed the training, it examined the relationship between demographic factors, satisfaction levels, and training effectiveness to identify areas for improvement. Using a descriptive-correlational research design, data were collected on age, gender, education, economic background, and perceptions of training quality and effectiveness. Results indicated that SK officials were primarily young (18-24 years), with near-equal gender representation, high educational attainment, and a majority from low-income households. Satisfaction levels were high across training aspects, particularly in terms of resource persons, logistical support, and materials, reflecting a well-organized and effective training program. Training effectiveness was also highly rated, with module scores between 4.60 and 4.71. The Decentralization and Local Governance module received the highest rating, benefiting from optimal session timing, enhancing engagement and retention. Other modules, such as SK History, Meetings and Resolutions, and the Code of Conduct, were also well-received. However, the Planning and Budgeting module had a slightly lower rating, suggesting a need for improvements in financial management training to make complex concepts more accessible. Analysis of socio-demographic influences found gender differences in training reception, with females rating some modules lower than males. Additionally, participants from poorer households rated financial management training as more effective, whereas those from wealthier backgrounds were more critical. These findings highlighted the importance of contextualizing training content to meet diverse needs. Overall, SKMT was effective but requires refinement, particularly in financial training, gender-sensitive approaches, and content contextualization, to better equip SK officials for governance roles.

**Keywords:** Sangguniang Kabataan, SKMT, Local Governance, Youth Leadership, Module Assessment

## INTRODUCTION

The Sangguniang Kabataan (SK), or Youth Council, is a vital component of local governance in the Philippines, empowering young leaders to represent and advocate for the interests of their sector and communities they belong (Erlina et al., 2023). It is the training ground of the future leaders of the country (Malaluan et al., 2014). With the enactment of Republic Act No. 10742, or the SK Reform Act of 2015, as amended by Republic Act 117681, significant reforms have been introduced to enhance the capability, transparency, and accountability of the SK officials. Among these reforms is the Sangguniang Kabataan Mandatory Training (SKMT), designed to equip SK officials with the knowledge and skills required for effective governance. SKMT is a mandatory training is a requisite before they can assume office (Madrid et al., 2020). Sangguniang Kabataan (SK) is a youth council in every barangay in the Philippines, composed of SK Chairman and seven (7) SK Kagawads who are elected and ages 18-24 years old (Flores III et al., 2021). To help the operation of Sangguniang Kabataan, there is a SK Secretary and SK Treasurer who are appointed and ages 18-30 years old (Republic Act No. 11768, 2022).

The SKMT is divided into three comprehensive modules, conducted over five sessions, each aimed at enhancing

the governance skills and leadership capacity of SK officials (DILG Memorandum Circular 2023-156, 2023). These modules cover critical aspects of youth governance, financial management, and ethical leadership, ensuring that young leaders can effectively serve their communities. The first module focuses on the fundamentals of the SK Reform Act, the principles of good governance, and the role of SK in nation-building (DILG Memorandum Circular 2023-156, 2023; Republic Act No. 11768, 2022). The second module explores the making of resolutions, financial stewardship, budget preparation, and procurement processes, emphasizing transparency and accountability in fund management. The third module underscores the Code of Conduct and Ethical Standards for Public Officials, guiding SK leaders in upholding integrity, professionalism, and public trust in their roles (Republic Act No. 6713, 1989). This module covers essential topics such as conflict of interest, responsible use of public resources, ethical decision-making, and adherence to laws governing youth governance. It equips officials with the moral compass and practical skills necessary to conceptualize and implement youth programs that are not only impactful but also grounded in ethical leadership. Each session includes interactive discussions and situational analysis to reinforce learning. This structured approach aims to provide SK officials with a strong foundation in leadership, governance, and administrative functions, thereby enhancing their ability to address community concerns and contribute to local development.

In spite of the implementation of SKMT, the efficacy of SKMT Modules in enhancing the performance of SK officials in their duties and functions remains a critical area for exploration. Equally important is understanding how socio-demographic factors influence both the effectiveness of these training modules and the satisfaction levels of participants in various aspects of the training process.

This study aimed to assess the SKMT in Narra, Palawan, with the following specific objectives:

1. To identify the socio-demographic profile of SK officials for the 2023–2025 term (Peña, 2023).
2. To evaluate their perceptions of the training processes and satisfaction levels with different training aspects.
3. To measure the effectiveness of the SKMT Modules in key learning areas.
4. To determine whether there is a significant relationship between demographic profiles and the effectiveness of SKMT in preparing SK officials for their duties and functions.
5. To examine whether socio-demographic factors influence satisfaction levels with different aspects of the training program.
6. To explore the relationship between different aspects of training and the effectiveness of SKMT in equipping SK officials; and
7. To collect proposed improvements for the SKMT modules as recommended by the participants.

Unlike previous assessments conducted immediately after the training, this study was conducted one year after the SK officials completed the SKMT and have since been actively practicing their roles. This approach allowed for a more reflective and experience-based evaluation, as respondents could assess the practical application of their training in real governance settings.

By examining the interplay between demographic factors, training satisfaction, and training effectiveness, this study sought to provide evidence-based recommendations to enhance the SKMT Modules and ultimately strengthen the governance capacities of SK officials. The findings will serve as a valuable resource for policymakers, trainers, and stakeholders involved in Sangguniang Kabataan (SK) initiatives and youth development programs.

## LITERATURE REVIEW

The Sangguniang Kabataan (SK) is a youth council in Philippine local governance, providing a platform for leadership and civic engagement (Erlina et al., 2023). Established to develop young leaders, SK consists of an

elected chairman, kagawads, and appointed secretary and treasurer (Flores III et al., 2021). The SK Reform Act of 2015 (Republic Act No. 10742, 2016), as amended by RA 117681, introduced mandatory training to enhance transparency, accountability, and governance capacity (Madrid et al., 2020).

SKMT is a prerequisite for elected SK officials, covering decentralization and governance, SK history, legislative processes, planning, budgeting, and ethical standards (Flores III et al., 2021). Despite its structured approach, variations in training effectiveness and delivery persist (Republic Act No. 11768, 2022).

The success of leadership training depends on content relevance, participant engagement, and socio-demographic factors (Ganesh & Indradevi, 2015). Studies indicate that leadership programs improve decision-making and governance skills (Heibel et al., 2024). Economic background and gender influence training perception, with lower-income participants finding greater value (Clifton et al., 2014; Ong & Lai, 2006).

Effective governance requires continuous capacity-building, mentorship, and hands-on experience (Hisa & Mohiddin, 2019). While SKMT aims to equip officials with essential competencies, sustained learning and peer collaboration enhance its impact (Anderson et al., 2007; SBHA, 2024)

## METHODOLOGY

This study made use of a descriptive-correlational research design to evaluate the socio-demographic profile, satisfaction with training processes, and the effectiveness of the SKMT Modules among SK officials in Narra, Palawan. The methodological framework ensured a systematic approach to data collection and analysis, allowing for a comprehensive understanding of the study objectives.

### Research Design

The research utilized a descriptive-correlational design. The descriptive aspect involved profiling the socio-demographic characteristics of SK officials and measuring their satisfaction with the training processes and the effectiveness of the SKMT Modules. The correlational aspect intended to explore the relationships between the respondents' socio-demographic profiles, satisfaction levels, and the effectiveness of the training program. This dual approach enabled the study to not only describe the current state of training implementation but also identify potential factors influencing its outcomes.

### Participants and Sampling

The study targeted all elected and appointed Sangguniang Kabataan officials in Narra, Palawan, serving during the 2023–2025 term (Peña, 2023). A complete enumeration method was adopted, ensuring that every eligible respondent participated in the survey. This approach minimized sampling bias and provided a comprehensive dataset representing the entire SK population within the municipality.

### Research Instrument

A structured survey questionnaire served as the primary data collection tool. The instrument was divided into three sections:

The socio-demographic profile of the respondents included their age, civil status, sex, educational attainment, and household monthly income to provide a comprehensive understanding of their background. Educational attainment was categorized into college level and non-college level, where non-college level comprised individuals who had completed or attained education at the elementary or high school level (graduates and non-graduates), while college level included those who had attended or completed undergraduate programs as well as those pursuing or holding postgraduate degrees. Household monthly income was classified based on the poverty threshold in MIMAROPA (PHP 12,699), with households earning PHP 0 – 12,699 considered poor, and those earning above PHP 12,699 classified as non-poor (PSA, 2024).

The Satisfaction with Training Processes section assessed the perceptions of SK officials regarding various aspects of SKMT. This evaluation covered their satisfaction with resource persons, time management, secretariat

support, reference materials, venue and facilities, and the quality of audio and video systems. Satisfaction levels were measured using a continuous semantic differential scale, ranging from 1 for Not Satisfied to 5 for Very Satisfied (Albaum et al., 1981).

The "Effectiveness of the SKMT Modules" section assessed how well the training modules prepared SK officials to fulfill their duties and responsibilities. The evaluation focused on key training areas such as Decentralization and Local Governance, SK History and Salient Features, Meetings and Resolutions, Planning and Budgeting, and Code of Conduct & Ethical Standards. Effectiveness was also measured using a continuous semantic differential scale, ranging from 1 for Not Effective to 5 for Very Effective (Albaum et al., 1981).

The questionnaire underwent validation by experts in local governance and youth development to ensure clarity, relevance, and reliability. Pilot testing was conducted with a small group of SK officials to refine the instrument before full deployment.

### **Data Collection**

Data collection was conducted through the administration of the validated questionnaire to all SK officials in Narra, Palawan. Trained enumerator facilitated the distribution and retrieval of the questionnaires, ensuring clear communication of instructions to the respondents. Respondents were given adequate time to complete the survey, and confidentiality was strictly maintained to encourage honest and accurate responses.

### **Data Analysis**

The collected data was processed and analyzed using appropriate statistical techniques. Descriptive statistics, including frequencies, percentages, means, and standard deviations, were used to summarize the socio-demographic characteristics, satisfaction levels, and training effectiveness ratings. Pearson correlation and linear regression analyses were employed to determine the relationships between:

1. Socio-demographic profiles and training satisfaction levels.
2. Socio-demographic profiles and training effectiveness.
3. Satisfaction levels with training processes and the overall effectiveness of the SKMTM.

The results of these analyses were used to identify patterns, relationships, and areas for improvement in the SKMTM.

### **Ethical Considerations**

The study adhered to ethical research practices. Respondents were informed about the purpose of the study, and their participation was voluntary. Informed consent was obtained, ensuring respondents were aware of their rights and the confidentiality of their data. Anonymity was maintained throughout the data collection and analysis processes, and the findings were reported in aggregate form to protect the identities of the participants.

## **RESULTS**

### **Socio-Demographic Profiles**

The socio-demographic profile of the Sangguniang Kabataan (SK) officials in Narra, Palawan, revealed a youthful and dynamic group of leaders, with 97.7% ( $n = 214$ ) aged between 18 to 24 years old. Only 2.3% ( $n = 5$ ) fall within the 25 to 30 age range. This finding highlighted the predominantly young composition of SK officials, which aligns with the mandate of the Sangguniang Kabataan as a youth governance body aimed at fostering leadership development among the younger population (Table 1).

In terms of gender distribution, 52.5% ( $n = 115$ ) of the respondents were male, while 47.5% ( $n = 104$ ) were female. This confirms the study of Ronald, et.al. (This near-equal representation of genders demonstrates an

encouraging level of inclusivity in youth leadership, reflecting a balanced opportunity for both males and females to engage in local governance (Table 1).

A vast majority (99.1%,  $n = 217$ ) of the respondents were single, with only 0.9% ( $n = 2$ ) reporting as married. This result is consistent with the age distribution, as most of the respondents are within the age bracket where single status is expected (Table 1).

The data on educational attainment indicated a well-educated group of officials, with 68.0% ( $n = 149$ ) having attended college, and 23.3% ( $n = 51$ ) identified as college graduates. This suggests that the majority of SK officials possessed a solid academic foundation, which may contribute positively to their capacity to engage in governance and decision-making processes. A small percentage of respondents had attained postgraduate education (0.5%,  $n = 1$ ), further emphasizing the educational competence of the group. However, a minority (8.3%,  $n = 18$ ) reported completing only elementary or high school levels, which highlighted a need to address potential disparities in educational opportunities among youth leaders (Table 1).

The majority of respondents (72.6%,  $n = 159$ ) belonged to the "poor" income category, followed by 21.9% ( $n = 48$ ) classified as "low income but not poor." A small percentage of respondents belonged to the "middle income" (4.6%,  $n = 10$ ) and "upper income" (0.9%,  $n = 2$ ) categories. These findings suggested that most SK officials and members come from economically disadvantaged backgrounds. This underscores the importance of providing adequate financial and institutional support to ensure their active participation in governance activities without being hindered by economic constraints (Table 1).

**Table 1. Socio-demographic characteristics of the respondents ( $n = 219$ )**

Category	N	%
<b>Age</b>		
18-24	214	97.7
25-30	5	2.3
<b>Sex</b>		
Female	104	47.5
Male	115	52.5
<b>Civil Status</b>		
Single	217	99.1
Married	2	0.9
<b>Education</b>		
Non-college	18	8.2
College	201	91.8
<b>Income</b>		
Poor	159	72.6
Not poor	60	27.4

## Evaluation of Training Processes

The evaluation of the training processes by the Sangguniang Kabataan (SK) officials provides insights into the



effectiveness and satisfaction levels across various aspects. The responses measured on a five-point Likert scale where 1 represents "not satisfied" and 5 represents "very satisfied," indicate a generally high level of satisfaction with all training components.

### Resource Persons

The resource persons received the highest mean satisfaction score of 4.62, with a mode of 5, indicating that most respondents rated this aspect as "very satisfied." This suggests that the trainers and facilitators were highly effective in delivering the training content, demonstrating expertise and engaging the participants in meaningful ways. The positive feedback highlights the importance of skilled and knowledgeable trainers in ensuring the success of capacity-building initiatives (Table 2).

### Time Management

Time management scored a mean of 4.45 and a mode of 5, reflecting a high level of satisfaction. This indicates that the training schedule was well-structured, with sessions efficiently planned and executed. The results show that participants appreciated the balance between training duration and content delivery, minimizing issues such as overextension or insufficient time allocation (Table 2).

### Secretariat Support

The aspect of secretariat support received a mean score of 4.54 and a mode of 5, showcasing strong satisfaction with the administrative and logistical support provided during the training. This finding suggests that the organizers were effective in handling coordination tasks, ensuring a seamless experience for the participants (Table 2).

### Reference Materials

The reference materials provided during the training received a mean satisfaction score of 4.49 and a mode of 5. This indicates that participants found the materials useful and relevant for enhancing their understanding of the topics covered. Access to well-prepared and comprehensive resources is critical for reinforcing learning outcomes and enabling participants to apply their knowledge in practice (Table 2).

### Venue and Facilities

The venue and facilities were rated highly, with a mean score of 4.53 and a mode of 5. The findings suggest that the training location and infrastructure met the expectations of the respondents, providing a conducive environment for learning. Factors such as accessibility, cleanliness, and comfort likely contributed to the positive evaluation (Table 2).

### Quality of Audio and Video Systems

The quality of audio and video systems also received high ratings, with a mean score of 4.52 and a mode of 5. This result underscores the importance of having functional and reliable technical equipment to facilitate effective communication and engagement during training sessions (Table 2).

**Table 2.** Level of satisfaction of Training Aspects (n = 219)

Training Aspects	N	Mean	Mode
Resource persons	219	4.62	5
Time management	219	4.45	5
Secretarial support	219	4.54	5
Reference materials	219	4.49	5

Venue & Facilities	219	4.53	5
Quality of AVS	219	4.52	5

### Effectiveness of SKMT Modules

The effectiveness of the SKMT Modules in enhancing the performance of officials was assessed across five key modules. Each module was evaluated on a five-point Likert scale, where 1 represented "not effective" and 5 represented "very effective." The results indicate that all modules were perceived as highly effective, with mean scores ranging from 4.60 to 4.71 and mode values consistently at 5, signifying that most respondents rated the modules as "very effective" (Table 3).

#### Module 1, Session 1: Decentralization and Local Governance

This session received the highest mean score of 4.71, with a mode of 5, indicating strong approval from respondents. The content's relevance and clarity likely contributed to its effectiveness, as it provided essential knowledge about the decentralization framework and local governance. These topics are foundational for the SK officials to understand their roles within the broader structure of government and to operate effectively within their jurisdictions (Table 3).

#### Module 1, Session 2: SK History and Salient Features

With a mean score of 4.68 and a mode of 5, this session was also highly rated. Its effectiveness suggests that understanding the historical context and key features of the Sangguniang Kabataan equips officials with a deeper appreciation of their organization's purpose and mandates, fostering a sense of responsibility and identity (Table 3).

#### Module 2, Session 1: Meetings and Resolution

This module received a mean score of 4.67 and a mode of 5. The results highlight the importance of equipping officials with practical skills in organizing and conducting meetings and drafting resolutions. Effective decision-making and legislative procedures are crucial for the SK officials' governance and administrative tasks, and this module appears to have successfully addressed these needs (Table 3).

#### Module 2, Session 2: Planning and Budgeting

Although this module scored slightly lower than others, with a mean score of 4.60 and a mode of 5, it still demonstrated high effectiveness. The slightly lower score may indicate opportunities for improving the delivery or content to better address the complexities of financial management and strategic planning. These skills are vital for ensuring the effective identification of gaps and interventions, efficient allocation of resources and the successful implementation of programs and projects (Table 3).

#### Module 3: Code of Conduct and Ethical Standards

This module achieved a mean score of 4.63 and a mode of 5, reflecting the participants' recognition of the importance of ethical behavior in public service. This session's focus on professional integrity and accountability likely resonated with the officials, emphasizing their role as models of good governance within their communities (Table 3).

**Table 3. Evaluation of Sangguniang Kabataan Officials on the effectiveness of SKMTM in the performance of their duties and function (n = 219).**

Modules	N	Mean	Mode
M1S1: Decentralization & Local Governance	219	4.71	5

M1S2: SK History and Salient Features	219	4.68	5
M2S1: Meetings and Resolution	219	4.67	5
M2S2: Planning and Budgeting	219	4.60	5
M3: Code of Conduct & Ethical Standards	219	4.63	5

### Relationship Between Socio-Demographic Profiles and the Effectiveness of SKMT Modules

The analysis of the relationship between socio-demographic profiles and the perceived effectiveness of the SKMT revealed insights across the modules: M1S1, M1S2, M2S1, M2S2, and M3. The results from the linear regression model provided valuable evidence regarding how variables such as gender, civil status, education level, age group, and income influenced participants' evaluations.

For M1S1, gender showed a significant association, with females rating the module slightly less effective than males ( $B = -0.14$ ,  $p < 0.05$ ). Similarly, for M2S1, females also rated the module as less effective compared to males ( $B = -0.22$ ,  $p < 0.01$ ). These findings suggest that gender-based differences in perception may influence how training content is received, possibly reflecting variations in experiences or expectations.

Regarding M2S2, income emerged as a significant predictor. Respondents from non-poor households rated the module slightly less effective than those from poor households ( $B = -0.208$ ,  $p < 0.05$ ). This association indicates that economic background may influence expectations or perceived relevance of training content, particularly for modules focused on resource management and planning.

For the other modules, including M1S2 and M3, no significant associations were observed with any socio-demographic variables, suggesting that these modules were generally well-received across all participant groups. However, there was a slight tendency for participants aged 25–30 years to rate the modules higher than their younger counterparts (aged 18–24 years), though these differences were not statistically significant.

**Table 4. Results of linear regression model exploring the association between participants' demographic profiles with the effectiveness of SKMT modules to Sangguniang Kabataan Officials in the performance of their duties and functions (standard errors in parenthesis) (n = 219).**

Predictors (Socio-demographics)	Outcome Variables (Effectiveness of SKMT Modules)				
	M1S1	M1S2	M2S1	M2S2	M3
Constant (B)	4.834 (0.13) ***	4.703 (0.12) ***	4.804 (0.13) ***	4.798 (0.14) ***	4.705 (0.14) ***
<b>Gender</b> (ref = male)					
Female	-0.14 (0.07) *	-.045 (0.07)	-.22 (0.07) **	-0.058 (0.08)	-.002 (0.08)
<b>Civil Status</b> (ref = single)					
Married	0.25 (0.37)	.330 (0.36)	0.36 (0.37)	-.106 (0.41)	.37 (0.39)
<b>Education Level</b> (ref = non college level)					



College level	-0.08 (0.13)	-.013 (0.13)	.005 (0.13)	-.120 (0.14)	-.07 (0.14)
<b>Age Group</b> (ref = 18-24 yrs old)					
25-30 yrs old	0.29 (0.23)	.325 (0.23)	.078 (0.24)	.121 (0.26)	.35 (0.25)
<b>Income</b> (ref = poor)					
Not Poor	0.05 (0.08)	-.007 (0.08)	-.124 (0.08)	-.208 (0.09) *	-.08 (0.08)

p < 0.001; \*\* p < 0.01; \* p < 0.05

### Relationship Between Socio-Demographic Profiles and the Satisfaction Levels with Different Training Aspects

The analysis revealed that gender differences did not significantly impact satisfaction with the various training aspects, as male and female participants reported similar levels of satisfaction. Although female respondents gave slightly lower ratings for aspects such as resource persons and time management, these differences were minimal and statistically insignificant. This suggests that the training program was perceived consistently across genders.

Civil status also showed no significant influence on satisfaction. Married participants exhibited a tendency to rate certain aspects, such as time management and facilities and reference materials, slightly higher than single participants, but these variations lacked statistical significance. Similarly, education level had no meaningful effect on satisfaction. While college-educated participants showed minor variations in their evaluations compared to non-college-educated participants, the differences were negligible.

The age group differences were also insignificant. Participants aged 25–30 years tended to report slightly higher satisfaction levels for resource persons, secretarial management and venue and facilities compared to those aged 18–24 years, but these differences did not reach statistical significance. Finally, income level emerged as the only demographic factor with a significant relationship to satisfaction. Participants from non-poor households reported slightly lower satisfaction with reference materials, highlighting that economic background may shape expectations regarding training content.

**Table 5. Results of linear regression model exploring the association between participants' demographic profiles with their satisfaction of the different training aspects of the SKMTM (standard errors in parenthesis) (n = 219).**

Predictors (Socio-demographics)	Outcome Variables (Satisfaction with Different Training Aspects)					
	Resource persons	Time management	Secretarial management	Reference materials	Venue & Facilities	Quality of AVS
Constant (B)	4.593 (0.14) ***	4.572 (0.17) ***	4.500 (0.14) ***	4.540 (0.15) ***	4.610 (0.15) ***	4.599 (0.14) ***
<b>Gender</b> (ref = male)						
Female	-.094 (0.08)	-.097 (0.09)	.005 (0.08)	-0.074 (0.08)	-.055 (0.08)	-.035 (0.08)

<b>Civil Status</b> (ref = single)						
Married	-.069 (0.41)	.513 (0.48)	0.47 (0.43)	.568 (0.43)	-.064 (0.44)	-.006 (0.39)
<b>Education Level</b> (ref = non college level)						
College level	.089 (0.14)	-.081 (0.17)	.015 (0.15)	.038 (0.15)	-.07 (0.15)	-.030 (0.14)
<b>Age Group</b> (ref = 18-24 yrs old)						
25-30 yrs old	.174 (0.26)	-.268 (0.30)	.286 (0.27)	.059 (0.27)	.264 (0.28)	.39 (0.25)
<b>Income</b> (ref = poor)						
Not Poor	-.043 (0.09)	.009 (0.102)	.043 (0.09)	-.181 (0.09) *	.029 (0.09)	-.120 (0.08)

### Relationship Between Training Aspects and the Effectiveness of SKMT Modules

The analysis examined the correlations between various training aspects and the effectiveness of the SKMT modules across its five modules: M1S1, M1S2, M2S1, M2S2, and M3. The results revealed significant positive relationships among training variables, demonstrating the interconnectedness between training quality and perceived effectiveness. Strong correlations emerged between training aspects, such as resource persons, time management, secretarial support, reference materials, venue and facilities, and the quality of audio and video systems. Notably, secretarial support showed strong relationships with resource persons ( $r = 0.716$ ) and reference materials ( $r = 0.719$ ), while reference materials were also highly correlated with the quality of audio and video systems ( $r = 0.698$ ). These results highlight the importance of logistical and instructional support in delivering a cohesive training experience.

When examining the relationship between training aspects and module effectiveness, all training components demonstrated significant positive associations, though with varying strengths. Resource persons exhibited moderate correlations with module effectiveness, particularly with M1S2 (SK History and Salient Features,  $r = 0.501$ ) and M2S2 (Planning and Budgeting,  $r = 0.465$ ). Secretarial support had strong associations with M1S1 (Decentralization and Local Governance,  $r = 0.515$ ) and M1S2 ( $r = 0.502$ ). Similarly, reference materials were strongly linked with the effectiveness of M2S2 ( $r = 0.509$ ) and M3 (Code of Conduct and Ethical Standards,  $r = 0.446$ ). Venue quality and audio-visual systems also contributed positively to module effectiveness, particularly with M1S1 ( $r = 0.339$ ) and M2S2 ( $r = 0.464$ ). These findings suggest that a well-supported training environment significantly enhances participants' ability to grasp and apply the material.

The analysis also revealed strong interrelationships between the modules themselves, with the highest correlation observed between M2S2 (Planning and Budgeting) and M3 (Code of Conduct and Ethical Standards,  $r = 0.707$ ). This indicates that understanding one module, such as ethical governance, reinforces skills in related areas like planning and budgeting.

These findings underscore the importance of comprehensive support in training programs. Skilled resource persons, quality materials, and conducive facilities all play critical roles in improving the effectiveness of training modules. The interconnectedness of training and module effectiveness suggests that enhancing any component of the training can amplify its overall impact. This emphasizes the need for sustained investment in holistic training strategies to better equip Sangguniang Kabataan officials for their governance responsibilities.

**Table 6. Results of Pearson correlation analysis between training aspects and the effectiveness of SKMT Modules (n = 219).**

	Resource Person	Time management	Secretarial support	Reference materials	Venue & Facilities	Quality of Audio and Video Systems	M1S1	M1S2	M2S1	M2S2	M3
Resource Person	1										
Time management	0.642	1									
Secretarial support	0.716	0.644	1								
Reference materials	0.653	0.571	0.719	1							
Venue & Facilities	0.66	0.594	0.671	0.653	1						
Quality of AVS	0.547	0.494	0.549	0.698	0.619	1					
M1S1	0.426	0.395	0.515	0.36	0.339	0.359	1				
M1S2	0.501	0.455	0.502	0.414	0.352	0.27	0.552	1			
M2S1	0.415	0.441	0.46	0.391	0.29	0.335	0.63	0.513	1		
M2S2	0.465	0.376	0.421	0.509	0.343	0.464	0.442	0.499	0.474	1	
M3	0.37	0.345	0.42	0.446	0.284	0.357	0.554	0.603	0.366	0.707	1

Note: All Correlation is significant at the 0.01 level (2-tailed).

### Proposed Enhancements for the SKMT Modules

The study provided valuable insights into potential improvements to the SKMT modules based on participant feedback and their mean satisfaction scores for proposed topics. Accounting and auditing (M = 4.68) and disclosure (M = 4.70) were identified as priority areas, reflecting the need for strengthened financial governance among Sangguniang Kabataan officials. Similarly, the Comprehensive Youth Development Plan (CYDP) module (M = 4.77) and the Annual Barangay Youth Investment Program (ABYIP) (M = 4.79) were highly rated, emphasizing their critical role in empowering youth leaders to develop and execute strategic plans effectively.

Other proposed training topics, however, received varied feedback. Leadership and team-building skills workshops, and health and wellness programs for youth all had lower mean scores of 3.00. These lower scores may reflect a lack of participant awareness of the relevance of these topics or indicate areas where the content or delivery methods could be more engaging and practical. Workshops on the formulation of resolutions also garnered a relatively high mean score of 4.00, underscoring the need to enhance legislative skills within the SK.

To improve the SKMT modules, several enhancements are recommended. First, integrating dedicated training

on accounting, auditing, and proper financial disclosure can help SK officials fulfill their responsibilities and accountabilities. This should include practical exercises on liquidation and financial reporting to address the identified demand for such skills. Second, expanding the CYDP and ABYIP modules to include advanced budgeting and program planning techniques could further strengthen the strategic capacity of youth leaders. Third, introducing dynamic workshops on leadership and team building, tailored to the unique needs of SK officials, could foster better collaboration and decision-making.

Health and wellness programs for youth also deserve greater emphasis. Designing interactive and relatable content for this module could raise awareness and engagement. Lastly, workshops on drafting resolutions should be standardized to enhance the legislative competence of SK officials. By addressing these areas, the SKMT can become a more holistic and impactful program that equips young leaders with the skills and knowledge needed for effective governance and youth development.

**Table 7. Proposed Enhancements for the Sangguniang Kabataan Mandatory Training Modules (n=219).**

Proposed Enhancements	N	Minimum	Maximum	Mean
Accounting and Auditing Rules and Procedures	219	2	5	4.68
Financial Disclosure	219	2	5	4.70
CYDP	219	2	5	4.77
ABYIP	219	2	5	4.79
Others Leadership and Team Building Skills Workshop	1	3	3	3.00
Others Health and Wellness Program for Youth	1	3	3	3.00
Workshop on the formulation of Resolution	1	4	4	4.00

## DISCUSSIONS

### Socio-Demographic Profiles

The socio-demographic characteristics of the Sangguniang Kabataan (SK) officials in Narra, Palawan highlight a youth-driven leadership structure, with a notable concentration of individuals between the ages of 18 and 24 years (97.7%). This is consistent with the provision of Republic Act 10742 mandating such age prescription for elected Sangguniang Kabataan (SK) officials (Republic Act No. 10742, 2016). This age distribution aligns with the SK's purpose of fostering leadership among the youth, reflecting a dynamic group ready to take on the responsibilities of governance (Republic Act No. 10742, 2016). However, the presence of a small proportion of individuals aged 25-30 years (2.3%), which represents Barangay Secretaries and Barangay Treasurers which is also allowable under the same law, could signal a potential gap in age diversity, which may influence the leadership dynamics within the SK council.

The gender distribution, which shows a near-equal split between males (52.5%) and females (47.5%), suggests a level of inclusivity within youth leadership. This result is in contrast in the result of study of Cal, et. al. (2023), having more females than males in the Sangguniang Kabataan (Cal et al., 2023). However, that small portion of difference could be interpreted still having balance in gender representation in the SK council. It reflects opportunities for both genders to engage equally in decision-making processes. It is also important to note that this inclusivity aligns with the overarching goals of gender equality in governance (UN Women, 2015).

Most respondents (99.1%) reported being single which confirms the study of Cal et al. (2023), consistent with the age distribution, where younger individuals are typically in the stage of life where they are not yet married. The results suggest that the SK primarily attracts young, unmarried individuals who are eager to engage in public service.

Educationally, the majority of respondents are well-educated, with 68.0% having attended college and 23.3% being college graduates, also consistent in the result of study of Cal et al. (2023). This indicates a high level of educational competence among the youth leaders, which is expected to positively influence their governance capabilities. However, the presence of a small percentage (8.3%) with only elementary or high school education highlights potential disparities in educational access, underscoring the need for targeted interventions to improve educational opportunities for all SK members.

Economically, the majority of SK officials come from "poor" backgrounds (72.6%), which suggests that this leadership opportunity in the grassroots level is more attractive to those who are economically challenged. This may be because of the limited available work or livelihood opportunities, especially in the rural areas, to accommodate these young people who are most of them are newly college graduates or soon to graduate (Barrios, 2007)

### **Evaluation of Training Processes**

The evaluation of the training processes reveals high levels of satisfaction across various aspects of the training, demonstrating the overall effectiveness of the program. The resource persons were rated most highly (mean = 4.62), suggests that the trainers were viewed as highly effective and engaging and inevitable to the success of training (Ganesh & Indradevi, 2015). This positive feedback reflects the importance of competent trainers in delivering training content and fostering a conducive learning environment.

Time Management, Secretariat Support, Reference Materials, Venue and Facilities, and Audio-Visual Systems also received high ratings, indicating that the training was well-organized and efficiently executed. The well-planned training schedule (mean = 4.45) and the supportive logistics (mean = 4.54) ensured that participants could focus on learning without being distracted by logistical issues. The quality of the venue (mean = 4.53) and technical resources (mean = 4.52) also contributed to the success of the training sessions, making the learning environment both comfortable and conducive to engagement.

The feedback suggests that all components of the training process were executed successfully, providing valuable lessons for future capacity-building programs. The high satisfaction ratings emphasize the importance of thorough preparation, skilled trainers, and well-managed logistics in delivering effective training.

### **Effectiveness of SKMT Modules**

The SKMT modules were generally perceived as highly effective in enhancing the performance of SK officials. All three modules delivered in five sessions received mean scores ranging from 4.60 to 4.71, with modes consistently at 5, indicating that most respondents rated the modules as "very effective."

Module 1, Session 1, on Decentralization and Local Governance, received the highest mean score of 4.71, emphasizing its effectiveness in equipping officials with foundational knowledge about their roles within the governance structure. As the first session of the day, participants demonstrated high levels of cognitive engagement and enthusiasm for learning, which research has shown to be strongest during morning hours. Studies suggest that individuals tend to perform better in mentally demanding tasks earlier in the day, when attention, retention, and problem-solving abilities are at their peak (Evans et al., 2017). This alignment of session timing with optimal cognitive functioning likely contributed to the high engagement and effectiveness observed. By strategically placing this foundational module at the start of the training, the program maximized the participants' ability to absorb and apply key governance concepts, reinforcing the importance of structuring educational sessions to align with natural cognitive rhythms.

Module 1, Session 2, focusing on the history and salient features of the Sangguniang Kabataan (SK), received a high approval rating. This indicates its effectiveness in deepening participants' understanding of the SK's purpose and organizational mandates, which is essential for fostering a sense of responsibility and identity among SK officials. Such foundational knowledge is crucial, as it equips young leaders to navigate their roles within the governance structure confidently. Research underscores the importance of leadership training in preparing youth to manage time, work in team settings, set goals, and facilitate meetings, all of which are vital skills for effective governance (Anderson et al., 2007; SBHA, 2024).



Similarly, Module 2, Session 1, which concentrated on meetings and resolutions, garnered a commendable mean rating of 4.67. This reflects the module's practical approach in equipping officials with essential skills for conducting meetings and drafting resolutions, directly enhancing their capacity to perform legislative and governance tasks effectively. Practical training in these areas is instrumental in building competence and confidence among youth leaders, enabling them to engage actively in decision-making processes (Heibel et al., 2024).

Although Module 2, Session 2, which covered planning and budgeting, received a slightly lower mean score of 4.60, it still demonstrated high effectiveness. The marginal dip in rating suggests potential areas for improvement, particularly in addressing the complexities of financial management and strategic planning. These skills are crucial for efficient resource allocation and program implementation, and enhancing training in this area could further empower SK officials to manage resources effectively (Hisa & Mohiddin, 2019).

Module 3, which focused on the Code of Conduct and Ethical Standards, was also highly rated. This underscores the importance of professional integrity and accountability in public service. The session likely resonated strongly with participants, reinforcing the values of ethical governance and the role of SK officials as models of good governance. Emphasizing ethical standards is vital in leadership training, as it instills a sense of responsibility and moral conduct among young leaders (Flores III et al., 2021).

Overall, the high ratings across these modules reflect the effectiveness of the training program in equipping SK officials with the necessary knowledge and skills to perform their roles competently. Continuous evaluation and enhancement of these modules, particularly in areas like financial management, can further strengthen the program's impact and contribute to the development of capable and ethical youth leaders.

### **Relationship Between Socio-Demographic Profiles and the Effectiveness of SKMT Modules**

The analysis of the relationship between socio-demographic factors and the perceived effectiveness of the SKMT modules provided interesting insights. Gender differences were found to influence perceptions of the effectiveness of certain modules. For example, females rated the decentralization and local governance module (M1S1) and the meetings and resolution module (M2S1) slightly less effective than males, indicating possible gender-based variations in how the training content was received (Ong & Lai, 2006).

Income level also played a significant role in the evaluation of the Planning and Budgeting module (M2S2). Respondents from non-poor households rated this module as slightly less effective than those from poorer households, suggesting that economic background may shape the perceived relevance or applicability of training content, particularly in areas related to resource management. This observation aligns with research indicating that individuals from higher socioeconomic statuses often exhibit more critical evaluations and higher expectations, potentially due to greater access to resources and opportunities, which can lead to more discerning perspectives (Clifton et al., 2014).

Despite these differences, no significant associations were observed between socio-demographic variables and the effectiveness of other modules, suggesting that, overall, the SKMT modules were well-received across diverse participant groups. However, there was a slight tendency for older participants (aged 25–30 years) to rate the modules more highly, though this trend was not statistically significant.

## **CONCLUSIONS**

This study assessed the socio-demographic profiles of Sangguniang Kabataan (SK) officials in Narra, Palawan, evaluated the training processes, and measured the effectiveness of the SKMT modules in equipping youth leaders with essential governance competencies. Additionally, it examined the relationships between socio-demographic factors, training satisfaction, and training effectiveness, providing insights that can inform future improvements to SKMT.

The findings highlight that SK officials are predominantly young, within the mandated age range of 18-24 years, with a nearly equal gender distribution. Most officials have attended or completed college, though a small portion

have limited educational attainment. Economically, the majority come from poor or low-income households, reinforcing the notion that SK participation is a viable leadership opportunity for youth from financially constrained backgrounds. These socio-demographic characteristics shape the experiences and perspectives of SK officials, influencing their engagement in governance and their reception of training.

The evaluation of training processes revealed high satisfaction across all aspects, with the effectiveness of resource persons, time management, secretariat support, reference materials, venue and facilities, and technical resources receiving consistently high ratings. This indicates that SKMT was well-structured, effectively delivered, and well-received by participants. The quality of trainers was particularly noted as a critical factor in ensuring the success of the training, emphasizing the importance of competent facilitators in capacity-building programs.

The effectiveness of the SKMT modules was also rated highly, with mean scores ranging from 4.60 to 4.71. The highest-rated module was Decentralization and Local Governance, which benefited from its strategic placement as the first session of the day, aligning with participants' peak cognitive engagement. Other modules, such as SK History and Salient Features, Meetings and Resolutions, and Code of Conduct and Ethical Standards, were also well-received, highlighting their relevance in shaping responsible and competent youth leaders. However, the module on Planning and Budgeting received a slightly lower score, suggesting a need for enhancements, particularly in making financial management concepts more accessible and applicable to SK officials.

The study also found that socio-demographic factors influenced perceptions of training effectiveness. Gender differences were observed in how certain modules were rated, with female respondents generally rating some modules as slightly less effective than their male counterparts. Economic background also played a role, as respondents from poorer households rated the Planning and Budgeting module as more effective compared to those from higher-income households, who tended to be more critical. These findings suggest that participants' backgrounds shape their expectations and engagement with training content, emphasizing the need for tailored approaches to ensure inclusivity and relevance across diverse groups.

Overall, the study concludes that the SKMT program is effective in preparing SK officials for their leadership roles, with high satisfaction and perceived impact. However, there is room for improvement, particularly in refining modules related to financial management and strategic planning to better meet the needs of all participants. Additionally, addressing gender-based differences in training reception and ensuring that content remains engaging and practical for all socio-economic backgrounds will enhance the program's impact. Future research should explore the long-term effects of SKMT on officials' actual governance performance and identify additional support mechanisms to address economic constraints faced by many youth leaders. Strengthening SKMT in these areas will further empower young leaders and contribute to more effective and accountable governance at the grassroots level.

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## CONFLICT OF INTEREST

The authors declare no conflict of interest with this work.

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