Development and Implementation of Parliamentary Skills Enhancement Program for Youth Leaders

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ABSTRACT

The participants were thirty (30) youth leader's residents from eight (8) municipalities of Laguna. The purpose of the study is to provide parliamentary skills for the youth leaders to practice and prepare themselves for the parliamentary procedure, created a program of parliamentary procedure to the youth leaders with having a parliamentary procedure demonstration. Used a quantitative method through descriptive-evaluative design. The researcher used technique random-selected sampling to collect the college participants and used the mean, standard deviation and paired-t-test for the statistical tools of the study. Pre-test scores of the participants was "Moderate" means that some of the participants do not have knowledge when it comes to parliamentary procedure, while the post-test scores of the participants was "High" means that majority of the participants improved their knowledge when it comes to parliamentary procedure after they participate the parliamentary skills enhancement training/seminar program. Extent of parliamentary skills in terms of communication, listener and leadership was very high extent manifest by the participants, while the character traits in term of respect was very high extent and self-confidence was high extent. After the enhancement program, the participants clearly demonstrate the parliamentary procedure in front of the evaluators. Both the satisfaction of the participants on the parliamentary skills enhancement program and participants' appreciation was very high extent manifest by the youth leaders. It was revealed in the findings that there is a significant difference between the pre-test and post-test score of the youth leaders**.**

Keywords: Enhancement program, Parliamentary procedure, and Youth leaders

INTRODUCTION

Parliamentary procedure is utilized in academic groups, specific departments, entire colleges and institutions, and more expansive professional associations while conducting their meetings. Parliamentary can be a useful tool for establishing order in a variety of locations including corporations, community organizations, religious institutions, and educational organizations. It's during service to such types of community organizations that educators initially get familiar with parliamentary procedure (Gunderman, 2017).

The development of the American parliamentary process after the British Parliament adopted the same procedure. The writings of Henry M. Robert, Luther S. Cushing, and Thomas Jefferson provide examples. In particular, it is mentioned that parliamentary played a significant role in drawing thousands of people's attention to the importance of learning and applying the parliamentary process. Additionally, efforts were made to consolidate and unify the procedural procedures for non-legislative entities. Robert's norms are practically synonymous with parliamentary law because of how successful the efforts are (Keesey, 2018).

The skills and potential to assume duties of leadership may be demonstrated by parliamentary responsibility (Louwerse and Otjes, 2016). Incoming youth leaders will apply the parliamentary procedure skills in different organization meetings like business and also public service that the youth have additional skills to conduct this kind of legal process to create some rules and ordinance programs for the better of the community.

The parliamentary procedure was already used in different organization to have a formal meeting an able them to resolve some kind of conflicts and respect other decision. The purpose of this parliamentary research is to

provide parliamentary skills for the youth leaders to practice and prepare themselves for the parliamentary procedure session, the researcher was created an enhancement program of parliamentary procedure to the youth leaders with having a parliamentary procedure demonstration.

Statement of the Problem/Research Questions

The purpose of this study is to determine the parliamentary skills and developed an enhance program for the Youth Leaders of the municipality towns of Santa Maria, Mabitac, Siniloan, Famy, Pangil, Pakil, Paete, and Kalayaan under the 4th District of Laguna. Specially, the study will answer to the following questions: the pre-test scores of the youth leaders in the parliamentary procedure test; the post-test scores of the youth leaders in the parliamentary procedure test; the extent of self-perceived parliamentary procedure skills and character traits among youth leader's participants in terms of communication, listening, leadership, respect and self-confidence; the performance of the youth leaders in parliamentary procedure demonstration; the satisfaction of the youth leaders on the resources speakers in the training program; and significant difference between the pre-test and post-test scores of youth leaders in the parliamentary procedure tests.

LITERATURE REVIEW

In Fernandes, et al. 2019, they analyze the candidate selection processes of national parties, local or ordinary parliamentarians in community, which are known to have an impact on parliamentary activity in national settings, its influence on the European Parliament's prioritization strategy in terms of parliamentary activities.

In a training course, pre- and post-tests are used to determine the amount of knowledge that participants have acquired, according to Shivaraju et al., (2017). In addition to focusing more on skill development, active learning strategies involve students in tasks such as reading, writing, and discussion instead of passive listening.

As Kelly (2019) also noted, pre-tests allow the lecturer to see the individual proficiency levels of each participant. The only way they must also assess how well students are meeting expectations just by using their prior knowledge. Pretests employ in-depth assessment to track students' development over time. They are able to show how well a student understands material both before and after it is taught.

Women's awareness of institutional norms, customs, and ordinary their advocacy was made possible by their presence in European Parliaments, which also changed the Parliament into a platform that supported their campaigns. Feminist Institutionalism serves to demonstrate how the formal and informal institutional structures of the European Parliament, with their rules and regulations, created the EP in ways that both empowered and controlled it (Berthet, 2022). The important of parliamentary workplace has been made up of a variety of audiences, venues, and scales for MPs' social existence, existing major challenges to the study of parliamentary leadership. The roles both speaker or president on important using of parliament usually has the most significant leadership duty, the role, real impact, and regulations of parliamentary leaders also differ greatly throughout parliaments (Rai & Spary, 2019).

A region of communicative similarity between the communicating parties was necessary for communication. One of the key requirements for employment at any potential agency was the ability to communicate effectively. People employ interpersonal communication abilities to express our thoughts, feelings, needs, and desires to other people. They serve as a means of communicating to others our understanding of their needs, wants, and thoughts (De Jesus et al. 2020).

According to Pekonen et al., (2024), both young and democratic societies have adjusted, and elected ruling elites have used public institutions to further their power politics while organizing power among short groups. Parliamentary freedom, on the other hand, seems to be slow, opportunistic, ineffective, and unable to address the major issues of our time. In order to supplement or possibly replace traditional parliamentary decision-making and representative democracy, democratic innovators are advocating for more direct, deliberative, and participatory alternatives. Parliaments and their procedures, which once seemed self-evident, are right now challenged for being "all talk, no action," "political theater," and venues for "empty words," "idle talk," and "useless debate."

Since of the parliamentary procedures which enable them to regularly collaborate in parliamentary committees, parliamentary groups and MPs prioritize both formal and informal rulemaking and coalition-building, such as cordon sanitaire, as well as everyday lack of engagement strategies, relying on civil society knowledge, and forming alliances with organizations. The parliament found challenging to use its current legal tools to curb discriminatory language and to create new regulations for an unprecedented democratic scenario. This has been shown by the Bureau's limited use of its authority to censor and condemn speeches that employ racist, homophobic, or misogynistic rhetoric (Caravantes, Elizondo, & Lombardo, 2024). In order members of parliament to properly perform their duties and assist the parliament represent the people's voices, the Sustainable Development Goals must be included in the parliamentary reform agenda (Hassan et al., 2022). Members of parliament are selected by members of the public and might not have been familiar with parliamentary rules and procedure or the legislative process. It depends to the members of parliament to take the initiative and be motivated to learn more about parliamentary process; they are not required to take classes or training sessions on these subjects (Long, 2024). An enhancing strategy that tackles systemic obstacles, gives underrepresented groups more clout, and fosters an inclusive culture that values different viewpoints is needed to increase the representation of young individuals in Parliament. The integrity and efficacy of democratic governance depend on coordinated measures to prevent age discrimination and advance youth empowerment, even though ideal proportional representation may not always be possible. By handling these issues, India can make sure that its youth actively participate in determining the destiny of the nation rather than merely watching it happen utilizing the democratic process (Patel & Sekher, 2024). While members of parliament, local legislative bodies, and the smallest societal unit are not simply aware of the law but also, and perhaps most significantly, know how to engage in local Parliamentary procedures to address the needs of the communities they represent, good governance becomes apparent (Luzon, 2020).

The instruments were divided into two sets: the first set assessed learning-centered skills, while the second set assessed knowledge of parliamentary standard procedures and process. Barangay government officials volunteered to participate in the most current research. Libo-on (2020) said that the research results demonstrated that barangay officials were primarily middle-aged, married, had finished college, and were in their second term of office.

There's a distinction in the legislative behavior of men and women, even in a country such Sweden where women are highly represented and interested in the parliament. It may also indicate that women's social identities and roles continue to influence their legislative action. However, this trend may alter in the next decades as new generations enter politics and bring with them different socialization and perspectives on women's responsibilities in society (Bäck et al., 2014). The representation of women in politics has consistently demonstrated that female parliamentarians are stronger advocates for women's interests than men in similar positions. Since the representation of local interests in electoral districts cannot be a condition for their reelection, then it will be expected that female parliamentarians will act more frequently on benefit of women (Höhmann, 2019).

Increasing the education and training of parliamentarians has become an essential component to the professionalization of the institution and an indication that the profession has grown more professional. The design and implementation of professional development programs face unusual challenges because of the four distinct functions of the parliament as well as the special duties and characteristics of representatives as public officers, though their position descriptions have become (Coghill, 2016).

Since of the natural politics of work, parliaments are a separate kind of public institution compared to the civil service, ministries, and departments. Parliaments are actually a site of an important political debate and contestation, and as such, the political dynamic there is fundamentally different from that of other institutions, such as the executive arm of government. Administrative, executive, and civil service workers cannot be the same as parliamentary members. When their function entails delivering evidence to many political actors simultaneously, the political nature of the institution and the requirement of neutrality have a significant impact on their motivations and methods (Hayter, 2017).

The types of outcomes that can be expected from explicit and implicit ethics education and/or training, the approaches and processes by which these objectives may be achieved, and the obligations of those who can

and/or do play an important part in the ethics education process (e.g., political parties, the media, the public, and leaders of the institution of parliament). Examines the methods now used in parliaments for ethics imparting knowledge and recommends a new strategy that is probably going to be more successful in modern democracies (Neesham, 2016).

Particular skill sets involve recognizing that barangay officials handled motions well, but their knowledge of the fundamentals of parliamentary procedure and the order of business were inadequate. The officials had a foundational understanding and competency. However, Formoso (2017) claim that local government officials must be competent in legislative rules and procedures need to become knowledgeable about things.

Since most organizations require some form of structure to function well and that parliamentary procedure has its foundation on accepted group decision-making principles and the general acceptance that guidelines are beneficial, parliamentary procedure remains beneficial and applicable anymore. Meetings run more efficiently as an outcome. People all have become familiar with the basic procedures for deciding together, that serve as the foundation of parliamentary procedure (Merkle, 2017).

Using survey data would only allow to study what Members of Parliaments believe about how they would vote in specific situations, despite the fact that this is generally a proper way to investigate the relationship between certain norms or attitudes, i.e., what Members of Parliament think about their parties (Mai & Wenzelburger, 2023).

According to Donohue (2016), members of parliament ought to dedicate an effort to develop know-why competencies, which refer to creating an identity and personal meaning through their work, know-whom competencies, which refer to creating and maintaining personal networks and mentoring relationships, and know-how competencies, which refer to participating in training activities to build a portfolio of readily transportable skills.

Considered involve the resources used on consultants as well as the function of international organizations in creating, implementing, and assessing programs for the education and training of parliamentarians. In addressing these problems, the function of parliamentary staff in supporting MPs to improve their knowledge, skills, and capacities will be looked at along with the structural and other difficulties they would have in assuming a greater role (Kinyondo, 2016).

Provides a description of the rules of procedure controlling the ways in which parliamentarians in 31 democratic nations with parliamentary systems are allowed to question leaders of government. In order to identify aspects of convention and practice, it depends on an in-depth examination of the legal rules of procedure, that are followed by consultation with practitioners and professionals in every country. Questioning procedures are grouped according to factors including whether they are individualized or collective, the degree of exposure leaders endures to questioning, and the degree to which rules provide greater transparency or limited involvement. The impact that these characteristics might have on the method of questioning is further explored (Serban, 2020).

Organizing position that ensures relevance and prevents duplication has disappeared from some parliaments. Although the role exists in other parliaments, it has never been very effective due to a lack of trust and incentives that compromise its efficacy. Individuals who received training have frequently attended the same courses from various contributors (Hayter, 2017).

The decisions made by members of parliament have a significant impact on the lives of the people they are elected to represent, making it a very significant and powerful position. Parliamentarians are exempt from professional development requirements, in contrast to other professions, even though they must make choices on exceedingly complicated matters. States that they are not put through any kind of examination to make sure they comprehend even the most fundamental aspects of their profession (Lewis 2016).

Parliaments were more effective at carrying out their oversight responsibilities in nations with higher levels of democracy and where procedural and constitutional rules allowed for greater parliamentary scrutiny, such as incongruent bicameralism (Chiru, 2023).

According to Dharmananda (2018), parliamentary procedure book guide was created as a component of the adoption of the legal system in Parliament, such as second reading committee reports, speeches, and descriptive memos. However, despite the fact that statute authors frequently consult parliamentary materials and give them significance for the task of interpretation.

The use of parliamentary inquiries has been connected with the ideological and electoral competitiveness of political parties. It delivers an empirical test based on information from written responses from the Netherlands' lower house (Otjes, 2018).

Investigation of a wide range of issues, including a legislative plan, parties (or parliamentary groups), specific Members of Parliament, committees, and governments, may be of interest to academics. Talk about the ways in which the data set can be used to further current and emerging discussions in a variety of literary domains, including representation, women and politics, professionalization and careers in legislation, and comparative agenda studies. Overview of the available research in areas based on the three main areas of study representatives, parties, and parliaments (Remschel & Kroeber, 2020).

The fundamental principle of national sovereignty can be observed in the procedures and responsibilities of the parliament. Since the Bill of Rights, the standard of conduct remains that no individual may ever evaluate whether or not a decision adopted by parliament is appropriate. Basic standards appear to be necessary, however, in the context of constitutional debates, harmonization of laws, and rising judicial activism. When another option is not available at the national level, courts tend to and should be trustees of the norms of legislative procedures in order to protect democracy and the rule of law. The extent of judicial activity and the scope of review, or the degree of judicial intervention. There is no "one-size-fits-all" approach in this respect; instead, it depends heavily on the current political and institutional circumstances (Nussberger, 2017).

However, despite the almost judicial powers and jurisdiction nature, the system of parliamentary procedure represents a legal procedure in the widest sense of the expression (Koshel, 2021). Describe the regulations that take on particular types of legislation that closely corresponds with the current parliamentary order of voting rules. For a number of legislative agendas, these outcomes demonstrate a direct relationship between business and accomplishments (Horan, 2021).

Moreover, according to expert survey data assessing how 27 parliaments performed during the first COVID-19 pandemic wave. Emphasized that there was a predictable pattern to the differences in parliamentary resilience: Parliaments in established democracies were better able to adapt to the new situation, were also more successfully able to exercise government control, and overall contributed to organizational trust (Siefken, et al. 2022).

While a member of Parliament performs their tasks, they are considered regulated by a set of regulations that are derived from the constitution and the House Rules of Procedure. These regulations are divided into substantive and procedural rules. The independence of Parliament as a constitutional institution and the member's freedom in performing his duties guide all regulations pertaining to the member's work, substantive or procedural. The matter has significance since the Parliament represents a key constitutional entity tasked with enacting laws within the state and overseeing the executive branch's operations, among other duties (Yacou & Rahman, 2018).

A new model of parliamentary socialization demonstrates that post-entry socialization did, in fact, alter members' stated willingness to act in line with party leadership. The model utilized to demonstrate the relationship between enhanced loyalty and favorable interactions with party actors is based on information sharing (advice providing). After adjusting for baseline levels of allegiance, members were more likely to perceive the party leadership as having a significant influence on them if they got more helpful advice from party actors (Dickinson, 2018).

Training program should outline the responsibilities with regard to resolving conflicts over meetings rom different institutions. A description of the challenges of "teaching" MPs how to be MPs will be provided at the start, along with the reasons this strategy seems hopeless. The second part analyzes two issues that parliamentary training must deal with: managing induction programs and providing MPs with the support skills they feel they

require. Research indicates that for training to be effective, it must be implemented as a component of a larger strategy aimed at strengthening the parliament and creating the standards of behavior and norms that shape the parliamentary culture as a whole (Power, 2016).

Thus, to Nefas et al. (2015), mentioned that the system to enhance the capacity of Lithuanian parliamentarians should be enhanced with a focus on the parliamentarians' awareness, understanding of their own limitations, and openness to learning.

While training for adults can effectively manage the different knowledge and abilities of persons joining the area, it performs a significant role in helping parliamentarians acquire the necessary skills and knowledge (Holland & Lenders, 2016).

A professional training something which German parliamentarians receive can be confined to highly specialized parliamentary functions and varies widely among such programs (Schwanholz, 2016). The knowledge, skills, abilities, and attitudes that affect MPs' performance and enhance should become the democratic system major point of their professional development programs (Coghill, 2016).

African youth parliamentary has such as the potential to be extremely important in forming future leaders and repressing protest movements, but still it faces challenges orders in council customs and secondary relevance of legislative bodies (Sadovskaya, 2019).

The principle foundation that Youth MPs need to apply was indeed creative thinking skills. These critical thinking abilities will support the formulation of ideas up for discussion before becoming an official youth development policy. Which provides a forum for young leaders to participate in the formulation of youth development policies. The process of developing creative thinking skills involves nine themes: knowledge, issue comprehension, framework construction, information gathering, spirituality, enlightenment, understanding/clarity of issues, proposal production, and motion review (Salleh & Ismail, 2020). Including a focus on legislative, project, personnel training, and the organization of socially important events, the researcher developed a model for evaluating the efficacy of youth parliamentary structures in the Russian Federation (Ираклиевич & Андреевич, 2020).

The purpose of the Parliamentary Academic Fellows program primarily to increase knowledge sharing between the academy and the UK Parliament. Programs for academic fellowships are generally being increased. It helps to assess these fellowships as a means of facilitating the sharing of knowledge (Prabhakar, 2024).

RESEARCH METHODOLOGY

Research Design

This study utilized the descriptive-evaluative design to implement the parliamentary skills enhancement program for youth leaders. A methodological strategy known as descriptive-evaluative research design seeks to collect relevant data circumstances or situations for the purposes of description and interpretation (Fikri et al., 2021). The data on the parliamentary skills enhancement for youth leaders was discussed and evaluated using this research method. According to Khamdani (2012), evaluation refers to research that intends educate regulators about a program's effectiveness or impact as seen through its instrument, cost, and usefulness. Descriptive refers to the explanation of occurrences pertaining to the youth leaders' parliamentary capabilities. Evaluation is the procedure of conducting research to collect, analyze, and present relevant data about the subject of assessment. The findings are then compared against evaluation indicators and the outcomes utilized to influence decisions regarding the subject of examination (Ghani, 2020).

This design works for the researcher to apply parliamentary skills among thirty (30) youth leader respondents to participate in the enhancement program session to grow more competitive and confident in their daily activities as members of the parliament. The design was used to conduct the parliamentary skills enhancement program inside the LSPU Campus in four (4) days training lecture sessions, participants answer the both pre-test and post-test before and after the discussion of the parliamentary procedure, evaluation of the three (3) guest speakers,

lastly on the fifth (5) day of the program, youth leaders was evaluated by the parliamentarians for the parliamentary procedure demonstration using the prepared rubrics.

Participants/Respondents

This study was comprised of thirty (30) youth leaders who are randomly selected from students of Laguna State Polytechnic University Siniloan Campus residents from eight municipalities in the 4th District of Laguna, youth leaders of different organization with respective position in school clubs was interested and voluntarily participate in the parliamentary skills enhancement program, participants was single and neither SK official from Santa Maria, Mabitac, Siniloan, Famy, Pangil, Pakil, Paete and Kalayaan under the 4th District of Laguna.

Research Procedure

The first part, the researcher developed a parliamentary skills enhancement program for the pilot testing of the pre-test, second part, the four days' lecture discussion about the parliamentary procedure, third part, distribution of post-test, fourth part was the parliamentary procedure demonstration, and last part was program evaluation of the participants.

The researcher was prepared and submitted the letter of request to the school of LSPU Siniloan Campus and the local government units of (Santa Maria, Mabitac, Siniloan, Famy, Pangil, Pakil, Paete, and Kalayaan) for the conduct of the study. Then, after the approval of the study with the validation of the program, the researcher was report to the resource speakers for proper coordination and conduct of the program. The resources speakers have background, experience and ideas of conducting a parliamentary procedure as a true parliamentarian.

The researcher was conducted the training program seminar inside the Laguna State Polytechnic University Siniloan Campus. The venue was comfortable for the seminar-workshop and for the demonstration of the parliamentary procedure. The researcher was submitted a request letter for conducting the research for parliamentary skills enhancement program to the Office of the Campus Director of LSPU Siniloan Campus to give permission to use the venue and the facilities for conducting the research program depends of the availability of the venue, guest speakers and the participants.

The guest speakers were the lecturer of the training program in the three (3) to four (4) days' session and on the fifth (5) day of the program as demonstrator of the parliamentary skills.

The facilitator and the lecturers divided the participants in three (3) groups with seven (7) to eight (8) members for the demonstration of parliamentary procedure: Group A, Group B and Group C.

Research Instrument

On the first part, the youth leaders was answered the multiple type of questions with 20 items pre-test about the basic parliamentary procedure test before the implementation of the enhanced parliamentary procedure program with the used of mean and standard deviation and also answered the extent of self-perceived parliamentary procedure skills of the youth leaders participants using the mean and verbal interpretation to analyzed the data, the second part was intended for enhancement program for youth leaders in four (4) days' sessions with the end of the lecture discussion, the youth leaders answered the multiple type of questions with 20 items post-test after the implementation of the enhanced parliamentary procedure program that the researcher was used mean and standard deviation, third part was the demonstrate the parliamentary procedure to evaluate the participants using parliamentary criteria for judging, and the final part they was answer the satisfaction of the youth leaders to the resources speaker in the training program with the extent of appreciation of the youth leaders.

The used of English and Tagalog questions under the pre-test and post-test that the youth leader's participants easily to understand the questions that they read the parliamentary procedure question before the start of the training program.

The action plan and brochure was created by the researcher for a parliamentary skills program, (certificates, morning and afternoon snacks, materials on lectures needs for the training program and others).

Data Analysis

The following statistical treatment was used to interpret and analyze the data gathered.

Weighted mean and verbal interpretation was used to determine the extent of self-perceived parliamentary procedure skills of the youth leader's participant in terms of communication, listening and leadership also the extent of self-perceived character traits in terms of respect and self-confidence.

The researcher used the rubrics to determine the performance of the youth leaders in parliamentary procedure demonstration. Weighted mean and verbal interpretation was also used to describe the satisfaction of the youth leaders to the resources speaker in the training program with the extent of appreciation of the youth leaders. Lastly, the normality of the data on the pre-test and post-test scores were verified using Kolmogorov-Smirnov test before they were analyze using T-test for correlated samples.

RESULTS AND DISCUSSION

Pre-test and Post-test scores of the Youth Leaders in the Parliamentary Procedure Test

Most of the respondents answers moderate with the frequency of 16 and the mean of 11.067 with verbal interpretation of moderate and a standard deviation of 2.363. It implies that most of the respondents has moderate knowledge in parliamentary procedure.

The post-test scores of the youth leaders in the parliamentary procedure test presents that most of the respondents answers high with the frequency of 15 and the mean of 14.067 with verbal interpretation of high and a standard deviation of 2.449. It implies that most of the respondents has high knowledge in parliamentary procedure it means that there is an improvement in knowledge in parliamentary procedure after the training seminar-workshop.

Paired t-test was used to determine the significant difference between the pre-test and post-test scores of the youth leaders in the parliamentary procedure test. The results reveal that there is a significant difference between the pre-test and post-test of the parliamentary procedure test since the p-value obtained is 0.001 which is less than 0.05 alpha level of significance thus to reject null hypothesis. It implies that the seminar conducted has a positive significant effect in the parliamentary skill enhancement program.

Extent of Self-Perceived Parliamentary Procedure Skills of the Youth Leaders Participants

Implied that the participants accept suggestion from people have the highest extent and the lowest extent is vocabulary. The average weighted mean was 4.34 and was interpret as to very high extent. This means that the respondents are very open to communicate other people or colleagues to sharing ideas, knowledge and point of view with peers. Willing to help each other to do other task, and prepared to communicate others to correct and improve it.

In the part of listener of youth leaders has average weighted mean of 4.55 with an interpretation of a very high extent. It implies that the youth leaders listen to their fellow leaders, listen to the major decision, fellow colleagues, listen for other suggestions for the better of the community.

In terms of leadership, it reveals that the average weighted mean for this element is 4.35 with an interpretation of a very high extent. This denotes that every youth leader has an organize activities with the help of others, implement plans, action-oriented, solve organizational activities, priorities of guidance, productive and responsible in different kind of tasks.

The extent of parliamentary skills and character traits in terms of respect and self-confidence has an average weighted mean of 4.57 interpreted as very high extent. This means that every youth leaders shows respects their peers especially other organization teamwork, cooperation, resolved peacefully, decision making and genuine interest in each other youth leaders.

Last part was the Self-Confidence, the average weighted mean of 4.12 is interpreted to a high extent. This implies that the youth leaders were giving suggestions, administering community services, join some extra-curricular activities and enough to help other peers.

Performance of the Youth Leaders in Parliamentary Procedure Demonstration

The first group who performed the parliamentary procedure was the youth leaders from the College of Teacher Education and College of Computer Studies students, by the used of parliamentary abilities (call for order of the day, parliamentary inquiry and refer or commit to committee). There topic was the Social Science Camp, the first group were performed a parliamentary procedure demonstration with 13.04 minutes and the total team scores of 86.33% out of 100%.

The second group was the youth leaders from the College of Arts and Sciences, College of Hospitality Management and Tourism, College of Agriculture students and members from the Sangguniang Kabataan, by the used of parliamentary abilities (question of privilege, request or information and lay on the table). There topic was the Fire Prevention Month, the second group were performed a parliamentary procedure demonstration with 13.10 minutes and the total team scores of 77.66% out of 100%.

The third group was the youth leaders from the College of Arts and Sciences, College of Business Administration and Accountancy students and members from the Sangguniang Kabataan, by the used of parliamentary abilities (adjourn, suspend rules and amend the motion). There topic was the Human Immunodeficiency Virus (HIV) Prevention Month, the third group were performed a parliamentary procedure demonstration with 13.30 minutes and the total team scores of 76% out of 100%.

Satisfaction of the Youth Leaders to the Resources Speaker in the Training Program

The satisfaction of the youth leaders to the resources speaker in the training program, the first and second guest speaker were both have an average weighted mean of 4.94 with a verbal interpretation of very high extent while the third guest speaker is 4.97 with an interpretation of a very high extent. This denotes those lectures that were have clear explanation of the topics that they present in the parliamentary skills enhancement program, relevant questions, related topics, having mastery of the subject matter and has been given more samples to demonstrate the different abilities of the parliamentary procedure.

Extent of appreciation of the youth leaders on the parliamentary procedure skills enhancement program has an average weighted mean of 4.78 with an interpretation of a very high extent. It implies that parliamentary skills enhancement program was well-received and organized, relevant to the needs for the future youth leaders, the facilitator was well-prepared, the time, dates, place or venue was comfortable for the participants and activities were managed smoothly accordingly to the needs.

Ethical Considerations

The youth leaders were voluntarily participating the enhancement program according to their availability. All of the personal information of the participants was collected with confidentiality of the protection of personal information and the presentation of results without mentioning the details of the identity of individuals according to the Republic Act 10173 or Data Privacy Act of 2012. The data collected was used to process the number of the participants for the parliamentary procedure. This study was conducted with owned financial support to address the need for the enhancement program. The authors declare no conflict of interest for this study.

CONCLUSIONS

The post-test scores that most of the respondents has high knowledge in parliamentary procedure it means that there is an improvement in knowledge in parliamentary procedure after the training seminar-workshop.

In the test of difference between the pre-test and post-test scores of the youth leaders in the parliamentary procedure tests, the variables tested were found to have a significant difference.

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