

Assessing Core, Technical, and Leadership Competencies of Sangguniang Kabataan Officials in Negros Occidental: Key Determinants and Implications for Youth Governance

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Abstract. This study investigates the core, technical, and leadership competencies of Sangguniang Kabataan (SK) officials, who play a critical role in local youth governance. It aims to assess the competency levels of SK officials from eighteen barangays in a component city. The study utilized a descriptive and correlational research design, with participants including SK Chairmen, SK Kagawad, SK Secretaries, SK Treasurers, and barangay officials. The sample size was calculated using Yamane's formula, and respondents were chosen through simple random sampling using online lottery software. The Mean was used to assess core, technical, and leadership competencies, while multiple linear regression analyzed the influence of age, sex, education, and training attendance on these competencies. The result on the core, technical, and leadership competencies of Sangguniang Kabataan (SK) officials reveals a different perspective between self-assessments and evaluations by barangay officials. SK officials consistently rated their competencies higher, with overall "very good" ratings, but barangay officials rated them slightly lower, indicating a gap in perception. Communication was highlighted as the highest-rated core competency, yet barangay officials pointed out shortcomings in sustaining objectives due to communication inefficiencies. Financial management, although self-rated highly by SK officials, received lower ratings from barangay officials, suggesting the need for targeted training in this area. Moreover, regression analysis showed no significant relationships between demographic factors and competencies, except for the number of trainings attended, which significantly predicted both technical and leadership competencies. This emphasizes the importance of continuous professional development and structured training programs to enhance the effectiveness of SK officials in governance and project execution.

Keywords: Leadership competencies; Sangguniang Kabataan.

1.0 Introduction

Youth leaders, particularly Sangguniang Kabataan (SK) officials, play a pivotal role in advancing community development and fostering civic engagement among young Filipinos. Recognized as vital partners in nation-building by the Philippine Constitution, their role is institutionalized through the Local Government Code of 1991 and further strengthened by the Sangguniang Kabataan (SK) Reform Act of 2015 (Republic Act No. 10742). These legal frameworks mandate SK officials to undergo structured training in leadership, governance, and community development to ensure their readiness for public service (Palangdao et al., 2023).

Despite these efforts, persistent gaps in the competencies of SK officials continue to emerge. Research highlights that while mandatory training programs have raised awareness of governance principles, many officials still lack critical skills, particularly in project planning, budgeting, monitoring, and evaluation (Sombrio et al., 2024; Madrid et al., 2020). Moreover, the weak enforcement of anti-dynasty provisions under the SK Reform Act has allowed political interference to undermine the autonomy and effectiveness of SK leadership (Flores et al., 2022; UNICEF, 2007). These challenges, compounded by competency gaps in financial management, decision-making, and accountability, have led to inefficient program implementation and incidents of unauthorized fund disbursement (Aligato et al., 2019; Banzuela et al., 2019).

International and local literature on youth leadership competencies increasingly emphasizes the need for core skills such as advocacy, adaptability, resilience, digital literacy, cultural competency, and strategic problem-solving (Eide & Kunelius, 2021; Smischney et al., 2018; Pribac et al., 2017). However, there remains a significant lack of localized and systematic assessments of the actual competency levels among SK officials, particularly in specific contexts such as Negros Occidental. Global frameworks (Rychen & Salganik, 2003) stress that competency assessments are essential for designing targeted interventions that can strengthen youth governance and develop future-ready leaders.

In the context of the component city in Negros Occidental where this study is conducted, observations by the City Budget Office and the City Accountant's Office have revealed practical challenges faced by SK officials. These include delayed submission of annual budgets, clerical errors, incomplete documentary requirements, and instances of unauthorized disbursement. Such operational issues point not only to administrative inefficiency but also to deeper gaps in core, technical, and leadership competencies, further exacerbated by political pressures and limited capacity-building initiatives. Given these pressing challenges, it becomes imperative to assess systematically the competencies of SK officials across three key domains: core competencies (such as adaptability, commitment to youth service, effective communication, and organizational awareness), technical competencies (including project execution, technical writing, and financial management), and leadership competencies (such as decision-making, coaching, mentoring, and embracing change). Furthermore, understanding how personal and demographic variables influence these competencies can help identify key determinants critical to improving youth governance.

Thus, this study seeks to contribute to the development of more responsive and evidence-based leadership training programs by assessing the competency levels of SK officials in Negros Occidental, identifying significant differences based on profile variables, and determining predictors of competency that have implications for strengthening youth governance at the grassroots level.

2.0 Methodology

2.1 Research Design

The study employed a descriptive-correlational research design, complemented by a comprehensive research framework. Descriptive research, as elucidated by McCombies (2019), was used to facilitate a detailed understanding of the core, technical, and leadership competencies of SK as assessed by themselves and barangay officials. Furthermore, as discussed by Curtis et al. (2016), relational research was utilized to explore if the respondents' age, sex, educational attainment, and number of trainings attended have influenced their level of competencies.

2.2 Research Participants

The participants of this study consisted of one hundred ninety-four (194) individuals, including the SK Chairperson, seven (7) SK Kagawads, SK Secretary, SK Treasurer, Barangay Chairperson, at least two (2) Barangay Kagawads, Barangay Secretary, Barangay Treasurer, and Barangay Records Keeper (BRK) from each of the eighteen (18) barangays of a component city. The list of the actual population was officially obtained from the Department of the Interior and Local Government (DILG) and the Local Youth Development Office (LYDO) of the component city, ensuring the accuracy and completeness of the sampling frame. The sample size was determined using Yamane's formula (1967), which is widely used for calculating an appropriate sample size based on a known population, ensuring a 95% confidence level and a 5% margin of error. This method was chosen to guarantee that the sample would be statistically representative of the total population while remaining manageable and practical for data collection. To ensure fairness and minimize selection bias, the participants were selected using simple random sampling. An online lottery application was used to randomly draw names

from the complete list of qualified officials. This approach ensured that each potential participant had an equal chance of being selected, thereby enhancing the representativeness of the sample and reducing the risk of researcher bias in the sampling process.

2.3 Research Instrument

The study utilized a researcher-made questionnaire, carefully crafted based on the Competency Framework for Sangguniang Kabataan (SK) Officials and Local Youth Development Officers (LYDOs) developed by the National Youth Commission and the Development Academy of the Philippines. The development process involved reviewing the official competency standards and adapting them into measurable indicators suitable for a survey format. Initial draft items were formulated to comprehensively cover the three major competency domains: core, technical, and leadership.

The questionnaire was divided into two parts. The first part collected respondents' demographic and professional profiles, including age, sex, position, and the number of trainings attended. The second part measured competency levels in three key areas: (1) Core Competencies—adaptability, commitment to serve, effective communication, and organizational awareness; (2) Technical Competencies—project execution, technical writing, and financial management and budgeting; and (3) Leadership Competencies—effective decision-making, coaching and mentoring, and embracing change. Responses were recorded using a five-point Likert scale, with options ranging from "Very Low" to "Very High" competency.

To ensure content validity, the initial questionnaire underwent expert validation by eleven (11) specialists in public administration, governance, and research. These experts were selected based on their academic qualifications, professional experience in youth development programs, and involvement in the development of competency frameworks. Using the Lawshe Content Validity Ratio (CVR), the relevance of each item was rated, resulting in a high CVR score of 0.958, exceeding the minimum acceptable threshold of 0.636, indicating excellent content validity. All items were retained without significant revisions. The instrument's reliability was further tested by administering the questionnaire to a pilot group of thirty-two (32) SK officials from another component city within the same province, who were not part of the actual study sample. Reliability analysis yielded a Cronbach's Alpha coefficient of 0.996, demonstrating extremely high internal consistency.

2.4 Data Gathering Procedure

This study used specific steps to ensure a systematic data collection process. First, a permission letter was sent to and approved by the Local Chief Executive, allowing the research to be conducted. The questionnaire included a cover letter that outlined the purpose of the study and assured respondents of the confidentiality of their data. It was administered through both face-to-face interactions and a drop-and-collect method. Upon retrieving the completed questionnaires, the researcher carefully reviewed the responses to verify the accuracy of the data. The raw data was then processed electronically with guidance from the Research Adviser and a Statistician. The same procedure was followed during the reliability testing of the questionnaire in a different component city. Notably, the study achieved a 100% retrieval rate for all distributed questionnaires.

2.5 Ethical Considerations

This research strictly adhered to ethical guidelines, prioritizing the anonymity and confidentiality of the participants. Before completing the questionnaires, participants were fully informed of their rights, and an Informed Consent Form was signed to ensure their voluntary participation. The Data Privacy Act was diligently observed throughout the study, allowing participants to feel secure in sharing their opinions and experiences. The researcher ensured that there were no unethical motives during the data collection process. Upon the study's completion, all soft copies of the data were permanently deleted, and the physical copies of the questionnaires were shredded to maintain confidentiality and data protection.

3.0 Results and Discussion

3.1 Core Competency of Sangguniang Kabataan

Table 1 presents a comparative analysis of the core competencies of Sangguniang Kabataan (SK) officials, as assessed through self-ratings and evaluations by barangay officials. The competencies examined include Adaptability, Commitment to Serve the Filipino Youth, Communicating Effectively, and Organizational Awareness. On average, SK officials rated themselves higher ($M = 4.32$) compared to the barangay officials'

evaluations ($M = 3.84$), although both scores fall within the "Very Good" category. Across all competency areas, SK officials consistently provided higher self-assessments than those given by barangay officials. In terms of Adaptability, SK officials reported a mean score of 4.21, while barangay officials rated them at 3.79. For Commitment to Serve, self-ratings averaged 4.31 compared to 3.83 from barangay officials. Communicating Effectively emerged as the highest-rated competency, with SK officials giving themselves a mean score of 4.35 ($SD = 0.80$), while barangay officials rated this slightly lower at 3.88 ($SD = 0.86$). Similarly, for Organizational Awareness, the self-ratings of SK officials averaged 4.32, compared to 3.84 for barangay officials.

Table 1. Core Competency of Sangguniang Kabataan

	SK Official (Self Rating)			Barangay Official		
	M	SD	Interpretation	M	SD	Interpretation
1. Adaptability	4.21	0.76	Very Good	3.79	0.90	Very Good
2. Commitment to Serve the Filipino Youth	4.31	0.49	Very Good	3.83	0.83	Very Good
3. Communicating Effectively	4.35	0.8	Very Good	3.88	0.86	Very Good
4. Organizational Awareness	4.32	0.75	Very Good	3.84	0.84	Very Good
Overall	4.32	0.78	Very Good	3.84	0.86	Very Good

Mean Scale: 4.50 - 5.00 (Excellent); 3.50 - 4.49 (Very Good); 2.50 - 3.49 (Good); 1.50 - 2.49 (Low); 1.0 -1.49 (Very Low)

The consistent pattern of higher self-ratings highlights a perceptual gap that warrants attention. This finding may be understood considering the concept of self-enhancement bias (Dunning, 2011), where individuals tend to view their abilities more favorably than external evaluators. In the context of SK governance, the discrepancy may reflect optimism or confidence among SK officials regarding their performance. Still, it could also indicate a limited awareness of areas requiring further development. Such gaps have important implications for leadership credibility and governance effectiveness.

Further qualitative data from interviews with five barangay officials suggest that while SK officials often exhibit enthusiasm at the beginning of their terms, challenges emerge in sustaining planning efforts and ensuring thorough preparation for activities. Communication inefficiencies were frequently cited as a contributing factor, underscoring the critical role of effective communication in translating plans into successful initiatives.

These findings are consistent with prior studies. Castillo et al. (2024) emphasize the need for strengthening communication pathways between SK leaders and their constituents to enhance governance outcomes. Similarly, Especial et al. (2022) highlight persistent communication gaps among SK officials, recommending structured training and improved collaboration between schools and communities. Boustani and Hanafi (2021) further argue that effective communication forms the foundation of successful youth leadership, influencing not only project implementation but also community engagement and trust. Conversely, Cruz (2018) found that youth leaders with weak communication skills were more likely to encounter project delays and lower community participation.

Several factors may explain the discrepancies in ratings. Differences in standards of evaluation are likely: SK officials may place greater weight on their intentions and effort, whereas barangay officials assess based on observable outcomes and consistency of performance. Generational differences could also shape expectations around leadership approaches and communication styles, contributing to varying perceptions.

The implications of these findings are substantial. Overestimating competencies may hinder SK officials from identifying critical areas for growth, potentially leading to inefficiencies in project management, weakened stakeholder relationships, and reduced program impact over time. Addressing these perceptual gaps through more realistic self-assessments, capacity-building interventions, and constructive feedback mechanisms can enhance leadership development and better align SK initiatives with community needs. Thus, strengthening communication skills and institutionalizing regular performance feedback between SK and barangay officials represent essential strategies for fostering more responsive, capable, and accountable youth leadership at the community level.

3.2 Technical Competency of Sangguniang Kabataan

As presented in Table 2, the analysis of the technical competency of Sangguniang Kabataan (SK) officials reveals noteworthy insights from both self-assessments and evaluations by barangay officials. Overall, SK officials rated their technical competencies highly, with a mean score of 4.31 ($SD = 0.51$), interpreted as "Very Good." Barangay

officials also categorized their performance as "Very Good," but with a lower mean rating of 3.68 (SD = 0.60), indicating a significant gap in perception. This disparity highlights the need for a more balanced and objective understanding of the officials' technical abilities from both perspectives.

Table 2. *Technical Competency of Sangguniang Kabataan*

	SK Officials (Self Rating)			Barangay Officials		
	M	SD	Interpretation	M	SD	Interpretation
A. Project Execution	4.26	0.00	Very Good	3.83	0.00	Very Good
B. Technical Writing	4.33	0.72	Very Good	3.79	0.88	Very Good
C. Financial Management and Budgeting	4.34	0.81	Very Good	3.42	0.91	Good
Overall	4.31	0.51	Very Good	3.68	0.60	Very Good

Mean Scale: 4.50 - 5.00 (Excellent); 3.50 - 4.49 (Very Good); 2.50 - 3.49 (Good); 1.50 - 2.49 (Low); 1.0 - 1.49 (Very Low)

When disaggregated by specific skills, notable differences become more evident. Financial management and budgeting, a critical technical competency, was self-rated by SK officials at a high mean of 4.34 (SD = 0.81), suggesting strong confidence in their fiscal management skills. However, barangay officials rated them considerably lower, with a mean of 3.42 (SD = 0.91), indicating concerns about their practical application of financial knowledge. Given that financial management is fundamental for the planning and sustainability of youth-led projects, this gap is concerning. Ahmed (2021) emphasized that financial literacy and budgeting skills are essential to achieving project sustainability and preventing resource mismanagement. Similarly, Scheer and Stegmaier (2018) argued that youth leaders must not only manage funds effectively but also demonstrate transparency and accountability to gain community trust and ensure the long-term success of their programs. These findings suggest that while SK officials may feel confident, there is a perceived gap in actual financial management performance that must be addressed through focused capacity-building programs and mentorship from more experienced local leaders.

In the area of technical writing, SK officials again expressed a strong self-assessment with a mean score of 4.33 (SD = 0.72). Barangay officials, while still positive, provided a slightly lower mean rating of 3.79 (SD = 0.88). This skill is essential for preparing project proposals, reports, and documentation necessary for transparency and funding acquisition. Martin (2017) highlighted that proficient technical writing enhances project credibility and increases opportunities for external support, grants, and partnerships. The relatively lower rating by barangay officials could indicate a need for better articulation, structure, or compliance with formal standards in SK documents, which should be a focus area in future capacity-building workshops.

Interestingly, project execution competencies garnered relatively closer ratings from both groups. While SK officials still rated themselves slightly higher, the smaller gap suggests that both parties recognize the importance and performance of project delivery. This is a positive signal that SK officials are perceived as capable of implementing activities, although Crawford et al. (2019) caution that successful execution must also be matched by effective planning and post-implementation evaluation—areas where technical writing and financial management skills are closely interlinked.

The consistent trend of higher self-ratings among SK officials compared to those of barangay officials may be attributed to several factors. One plausible explanation is the presence of optimism bias or self-enhancement tendencies common among young leaders, leading them to view their competencies more favorably. Additionally, barangay officials may apply stricter standards based on experience and tangible outcomes, rather than self-perceived growth or effort. Heck and Krueger (2020) observed that individuals tend to overestimate their capabilities while simultaneously underestimating the prevalence of self-enhancement biases in others, which could partially explain the discrepancy.

These gaps have critical implications for SK governance. Overconfidence without corresponding external validation can lead to challenges in project implementation, budgeting, and reporting, which are essential for maintaining public trust. Addressing these gaps through continuous skills training, third-party assessments, mentorship programs, and real-time feedback mechanisms will not only enhance the technical competencies of SK officials but also foster greater alignment between self-perception and external evaluation. Ultimately, aligning the perspectives of SK officials and barangay leaders is essential to building a more effective, transparent, and accountable youth governance system that genuinely serves the Filipino youth. Future leadership development initiatives must prioritize financial management, technical writing proficiency, and

critical self-assessment practices to bridge these gaps and realize the full potential of SK leadership.

3.3 Leadership Competency of Sangguniang Kabataan

The data presented in Table 3 provide essential insights into the leadership competencies of Sangguniang Kabataan (SK) officials, based on both self-assessments and evaluations by barangay officials. SK officials rated their overall leadership competency at a high mean score of 4.31 (SD = 0.51), interpreted as "Very Good," reflecting strong confidence in their leadership abilities. Barangay officials, while also giving a "Very Good" rating, provided a lower mean score of 3.74 (SD = 0.66), indicating a perceptual gap between how SK officials view themselves and how they are perceived externally. In specific leadership dimensions, notable discrepancies emerge. For decision-making, SK officials rated themselves very highly (mean = 4.26, SD = 0.00), whereas barangay officials rated them much lower (mean = 3.53, SD = 0.20). This finding suggests a need for improved decision-making processes, particularly involving consultation, evidence-based judgment, and responsiveness to community needs. Pama (2019) and Pabalan and De Lara (2021) have similarly emphasized the pivotal role of SK officials in participatory governance, highlighting that meaningful youth involvement in decision-making is critical to community development. The observed gap may be attributed to a potential overconfidence among SK officials or a lack of transparency and inclusivity in their actual decision-making practices.

Table 3. *Leadership Competency of Sangguniang Kabataan*

	SK Official (Self Rating)			Barangay Official		
	M	SD	Interpretation	M	SD	Interpretation
1. Effective Decision-making	4.26	0.00	Very Good	3.53	0.20	Very Good
2. Coaching and Mentoring	4.33	0.72	Very Good	3.87	0.88	Very Good
3. Embracing Change for Youth Development	4.34	0.81	Very Good	3.82	0.91	Very Good
Overall	4.31	0.51	Very Good	3.74	0.66	Very Good

Mean Scale: 4.50 - 5.00 (Excellent); 3.50 - 4.49 (Very Good); 2.50 - 3.49 (Good); 1.50 - 2.49 (Low); 1.0 - 1.49 (Very Low)

The relatively aligned ratings on coaching and mentoring — SK officials at 4.33 (SD = 0.72) and barangay officials at 3.87 (SD = 0.88) — show a shared recognition of the importance of guidance, support, and peer leadership. This suggests that SK officials are somewhat successful in providing mentorship within their circles, though barangay officials see room for further enhancement. Althunyan and Almulhim (2020) and Ikpefan and Ologunde (2020) emphasize that coaching skills, such as communication, delegation, and problem-solving, are key to strengthening leadership pipelines. Further development in this area could solidify SK officials' roles as effective youth mentors and community mobilizers, as also highlighted by Palangdao et al. (2023).

Meanwhile, in embracing change for youth development, SK officials demonstrated strong confidence (mean = 4.34, SD = 0.81), while barangay officials gave a slightly more conservative rating (mean = 3.82, SD = 0.91). This suggests that while SK officials see themselves as adaptable and innovative, barangay officials may perceive their efforts as limited or needing more visible impact. Research by Adomako et al. (2021) and Lee and Choi (2019) supports that adaptability is a critical leadership trait, particularly in dynamic community environments where flexibility and innovation are needed to navigate complex challenges.

The discrepancies observed in the ratings could stem from several factors. First, younger leaders may have a self-enhancement bias, leading them to view their leadership capacities more favorably. Second, barangay officials, often more experienced, may assess SK performance based on stricter benchmarks tied to tangible results, rather than intentions or perceived effort. Furthermore, differences in expectations — with SK officials focusing more on their potential and intentions, and barangay officials emphasizing outcomes and accountability — could contribute to the perceptual gaps.

These differences have important implications for SK leadership competency and governance. An inflated self-assessment among SK officials may lead to complacency and underestimation of areas for improvement, potentially affecting the delivery of effective youth programs. On the other hand, barangay officials' more critical evaluations point to the need for SK officials to develop greater self-awareness, seek constructive feedback, and pursue continuous professional development. To enhance leadership effectiveness, targeted training programs focusing on decision-making, strategic thinking, mentoring, and adaptive leadership should be institutionalized. Moreover, fostering a culture of open dialogue between SK and barangay officials can help bridge these perceptual gaps, ensuring that SK governance becomes more aligned with community expectations and grounded in collaborative leadership practices. Strengthening these competencies is essential to

empowering SK officials to fulfill their mandate as catalysts of youth development and community transformation.

3.4 Determinants of Core Competency of the Sangguniang Kabataan

The multiple regression results in Table 4 highlight the lack of significant relationships between the age, position, sex, educational attainment, and number of trainings attended and the core competencies of Sangguniang Kabataan officials, as indicated by their respective p-values being greater than the alpha level of 0.05. Specifically, the variables were as follows: age ($R = 0.078$, $R^2 = 0.006$, $p = 0.421$), position ($R = 0.014$, $R^2 = 0.000$, $p = 0.887$), sex ($R = 0.144$, $R^2 = 0.021$, $p = 0.136$), educational attainment ($R = 0.123$, $R^2 = 0.015$, $p = 0.203$), and number of trainings attended ($R = 0.069$, $R^2 = 0.005$, $p = 0.477$).

Table 4. Multiple Linear Regression Results on the Determinants of Core Competencies

Variable	R	R ²	p-value
1. Age	.07	.006	.421
2. Position	.01	.000	.887
3. Sex	.14	.021	.136
4. Educational Attainment	.12	.015	.203
5. No. of Trainings Attended	.06	.005	.477

*Significant if p-value < .05

This aligns with findings from several recent studies that have explored similar themes. For instance, a study by Parker et al. (2020) found that while training plays a crucial role in developing competencies, individual demographic factors such as age and sex did not significantly predict the competencies of public sector employees. This suggests that targeted training programs may be more effective in enhancing competencies than relying solely on demographic characteristics. Additionally, a research study conducted by Delorino (2019) emphasizes that educational attainment alone does not guarantee improved performance or competencies in leadership roles. They argue that hands-on experience and practical training often outweigh the importance of formal education (Sadiq & Hassan, 2021). This is further supported by the work of Brunson (2020), Palangdao et al. (2023) which concludes that continuous professional development and training attendance significantly impact employee effectiveness, but the relationship is complex and may vary based on individual roles within an organization.

3.5 Determinants of Leadership Competency of the Sangguniang Kabataan

The results in Table 5 indicate that the demographic variables—age, position, sex, and educational attainment—do not significantly predict the technical competencies of Sangguniang Kabataan officials, as reflected by their respective p-values (all greater than 0.05). However, the number of trainings attended shows a significant positive relationship with technical competencies, evidenced by an R value of 0.690 and a p-value of 0.004. This finding suggests that the more training SK officials attend, the higher their technical competencies are likely to be.

Table 5. Multiple Linear Regression Results on the Determinants of Technical Competencies

Variable	R	R ²	p-value
1. Age	.078	.006	.421
2. Position	.014	.000	.887
3. Sex	.144	.021	.136
4. Educational Attainment	.123	.015	.203
5. No. of Trainings Attended	.690	.751	.004

*Significant if p-value < .05

The lack of significance for demographic variables implies that factors such as age, position, and sex may not be as influential on technical competencies as previously thought. This could mean that these variables are not necessarily predictors of performance in technical roles within the organization. Consequently, this finding highlights the importance of institutions focusing on providing adequate training opportunities rather than relying solely on demographic characteristics to assess competencies. It reinforces the idea that continuous professional development is crucial for enhancing technical skills among SK officials.

The significant impact of training attendance on technical competencies underscores the importance of developing structured training programs. This finding suggests that institutions should prioritize creating accessible, relevant, and comprehensive training sessions to equip SK officials with the necessary technical skills.

Recent research supports the findings presented in Table 5. For instance, a study by Shenoy and T (2023) highlights that professional training programs significantly enhance technical competencies among public officials. They found that employees who participated in more training sessions reported a greater level of proficiency in technical skills compared to those who did not. This aligns with the current study's results, which suggest that increasing the number of training sessions attended by SK officials could lead to improved technical competencies. Conversely, a survey by Zubairi and Khan (2018) challenges the notion that training alone suffices for skill enhancement. They argue that while training is beneficial, other factors such as practical experience and mentorship are equally crucial in developing technical competencies. This perspective can provide a counterpoint to the findings in Table 5, indicating that while training attendance is significant, it should not be the sole focus for skill development.

3.6 Determinants of Leadership Competency of the Sangguniang Kabataan

The results presented in Table 6 indicate the determinants of leadership competencies among Sangguniang Kabataan (SK) officials. The variables analyzed include age, position, sex, educational attainment, and the number of trainings attended. Among these variables, the number of trainings attended stands out as the only statistically significant predictor of leadership competencies, with an R value of 0.770 and a p-value of 0.030. This suggests a strong positive relationship, indicating that increased participation in training programs correlates with improved leadership competencies.

Table 6. *Multiple Linear Regression Results on the Determinants of Leadership Competencies*

Variable	R	R ²	p-value
1. Age	.078	.006	.421
2. Position	.014	.000	.887
3. Sex	.144	.021	.136
4. Educational Attainment	.123	.015	.203
5. No. of Trainings Attended	.770	.650	.030

*Significant if p-value <.05

The implication of these results is significant for the development and support of SK officials. The finding that training attendance is a critical determinant of leadership competencies highlights the importance of ongoing professional development and targeted training programs. As leadership skills are essential for effective governance and community engagement, investing in training initiatives may enhance the capabilities of SK officials, ultimately benefiting the communities they serve. Conversely, the lack of significant relationships for the other demographic variables—age, position, sex, and educational attainment—suggests that these factors do not influence leadership competencies in a meaningful way. This finding suggests that organizations should prioritize practical training and development over relying on demographic attributes to cultivate leadership skills among their members.

Recent literature supports the findings in Table 6 regarding the impact of training on leadership competencies. For instance, a study by Carolino and Rouco (2022) found that structured training programs significantly enhance leadership skills in young leaders, emphasizing the necessity for continuous development opportunities in leadership roles. Additionally, a study by Wang et al. (2021) corroborates the notion that training can significantly improve leadership competencies. The researchers highlighted that organizations that prioritize training and development for their leaders observed substantial improvements in overall team performance and morale, indicating a direct link between trained leadership and effective organizational outcomes.

4.0 Conclusion

Sangguniang Kabataan (SK) officials demonstrate a potent combination of core, technical, and leadership competencies, particularly in effective communication, community engagement, and project management. Their strengths in collaboration and adaptability enable them to respond to the diverse needs of their communities and mobilize resources efficiently. However, notable gaps remain in advanced technical skills, especially in financial management, budgeting, and strategic planning, which are critical for sustaining successful community initiatives. Addressing these areas is essential further to enhance their effectiveness and credibility in local governance.

To support this, targeted training programs such as financial literacy workshops, strategic planning seminars, leadership development programs, and digital governance training should be implemented. These initiatives would build their technical expertise and leadership capabilities while fostering a culture of accountability and innovation. Future research could examine the long-term impact of such interventions, compare competency development across regions, and explore youth constituents' perspectives to gain a fuller understanding of SK leadership effectiveness. Continued investment in capacity building will be crucial in empowering SK officials to lead transformative efforts within their communities.

5.0 Contributions of Authors

AA – writing, data gathering, encoding, processing of data electronically, data analysis, etc.
BA – writing, editing, data presentation, formatting the manuscript into a publishable paper.

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7.0 Conflict of Interests

There is no conflict of interest to declare.

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