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Navigating the Future: Assessing the 21st Century Skills of Sangguniang Kabataan Kagawad in Noveleta, Cavite: A Sequential-Explanatory Study

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Abstract

The 21st century skills of Sangguniang Kabataan Kagawad of Noveleta Cavite a Sequential-explanatory Study Study aims to investigate the respondents' perceived levels of verbal and physical leadership skills as well as their Sangguniang Kabataan Kagawad behavior and how these factors affect their behavior as leaders in their barangay. Additionally, the aim was to elucidate the correlation between the two variables under investigation. The study used a sequential-explanatory mixed-method research design to provide comprehensive illumination, analysis, and exploration of the assessed and linked variables. Ten (10) interviewees participated in the study's qualitative phase, whereas ninety-six (96) respondents participated in its quantitative phase. A non-probability sampling method called "purposeful sampling" was used to choose the respondents. The results of the variables that were looked at showed that the SK Kagawad in Noveleta, Cavite, that was chosen had strong leadership qualities in terms of both verbal and physical leadership skills.

Introduction

In today's generation many young adolescents are active in their political views. Some young individuals are motivated to run for politics or take on leadership roles and they involve themselves and even attend election campaigns because they are aware that in the future they are the ones who will unite or take the place of being a leader. According to Saud *et al*., (2020) [5]. Youth play an essential part in democratic processes, especially when it comes to practicing their fundamental political correctness in Pakistan's general elections from 2013 to 2018. Whereas, their youthful participation in the nation's democratic processes are evident and garner the attention of the general public and other social organizations. The young might engage in a variety of democratic activities, depending on the adolescent issues, interest, and whether they perceive themselves as important participants in politics based on how involved they are.

According to Palangdao, *et al*., (2023) [4] youth are required to take part in nation-building and youth development initiatives in the many societal areas listed in the Philippine Youth Development Plan and the United Nations Agenda 2030. The Sangguniang Kabataan, which is governed by the Sangguniang Kabataan Reform Act of 2015, provides a forum for youth participation in governance in the Philippines.

According to Christens, *et al*., (2022) [1]. Youth organizing has the potential to positively impact neighborhood circumstances and institutions, foster good participant development, and support larger social change initiatives. To continue building on the achievements of their forebears who are growing older and leaving youth organizing, organizing initiatives must overcome several obstacles.

In the field of education, student leadership development is becoming more and more important. The development of 21st-century abilities, such as professional and life skills, the ability to adapt to changing conditions, and the requirement to nurture talent, all depend heavily on leadership (Li, & Kim, 2021) [3].

This research aims to understand how young leaders in Noveleta, Cavite, manage the blend of old-fashioned governance methods and modern challenges using skills relevant to today. The insights gained from this study can help improve how young leaders are developed and involved in decision-making. There's a real need for more research to dig deeper into the specific experiences, difficulties, and opportunities faced by these young leaders as they develop and use modern skills in local government across different towns in the Philippines.

Objectives of the Study

The purpose of this study is to evaluate the leadership of a subset of Sangguniang Kabataan Kagawad who are employed in various Noveleta, Cavite barangays. Additionally, it looks at how the two variables relate to one another and how that influences the behavior of Sangguniang Kabataan Kagawad (SK). In particular, it seeks to: (1) ascertain the degree of personal and interpersonal leadership among the Sangguniang Kabataan Kagawad (Sk); (2) ascertain the effectiveness of the group in terms of youth leadership; (3) disclose the extent of the association between the two; and (4) ascertain the impact of leadership on employee conduct.

Methods and Materials

The research methodology employed for this study is called mixed-methods research (George 2023) [2] Mixed methods research integrates the advantages of both quantitative and qualitative research to address your research question and provide a more comprehensive picture than either approach alone. The reason the proponents chose this particular study design is that it will help them gain a deeper comprehension of the leadership assessment and how it affects the respondents' employee behavior. This kind of research allows for greater respondent involvement in the study process, which enhances the collection of richer evidence and data and provides in-depth replies to the questions. For the study, a sequential-explanatory technique is specifically used as the design. George (2022) states that in an explanatory sequential design, the collecting and analysis of quantitative data comes first, followed by the acquisition and analysis of qualitative data. Use this design if you think your qualitative data will help to explain and contextualize your quantitative findings. With this methodology, the researchers initially collected quantitative data for the study, primarily to evaluate Noveleta's Sangguniang Kabataan (Sk)

Kagawad leadership. In order to collect the quantitative data for the study, surveys were delivered to respondents in this initial stage of data collection. After that, a thorough analysis was completed, which provided the foundation for the collection of qualitative data. Following the collection and analysis of the quantitative data, the researchers moved on to the next stage, which involved gathering qualitative data. In the second phase, interviews were the main means of gathering data. The information gathered was the respondents' leadership and its impact on their conduct as youth leaders were identified and investigated through a thematic analysis.
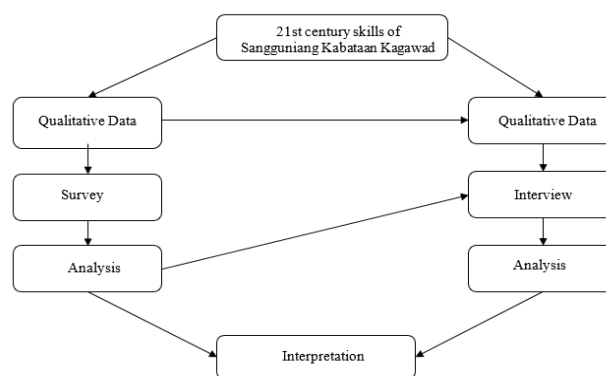
The researchers used a sequential explanatory design. The researcher begins in qualitative data which is to gather the data using a survey. After that the researcher will analyze the data and proceed to qualitative data. In this part the researcher will use an interview. Once the researcher is done they will proceed to interpret the data gathered. The results will be evaluated and analyzed.

Results and discussion

Table 1: Beliefs in Personal Abilities

Questions	Mean	Rank	Interpretation
Belief in personal ability	4.01	2	Highest
I will learn what is being taught in class this year	3.91		Above average
I can learn anything if I try hard enough.	4.23		Highest
If I practice every day, I can develop almost any skill	4.02		Highest
When I decide to do something important to me, I keep trying to do it, even if it's harder than I thought.	3.96		Above average
I am confident that I can achieve the goals I set for myself.	4.05		Highest
When I struggle to do something difficult, I focus on my progress instead of getting discouraged.	3.96		Above average
I will succeed in whatever career path I choose.	4.02		Highest
I will be successful in whatever college major I choose.	3.93		Above average
Belief that ability grows with effort.	4.14	1	Highest
I will learn what is being taught in class this year	3.91		Above average
I can learn anything if I try hard enough.	4.23		Highest
If I practice every day, I can develop almost any skill	4.02		Highest
When I decide to do something important to me, I keep trying to do it, even if it's harder than I thought.	3.96		Above average
I am confident that I can achieve the goals I set for myself.	4.05		Highest
Total	4.07		Highest

The table presents data on respondents' beliefs in their individual capabilities and their beliefs in the relationship between effort and ability growth. The respondents have expressed strong beliefs in their personal abilities, as indicated by the high average ranking of *(M=4.01)*. This suggests a positive self-perception and confidence in their capacity to learn and achieve goals. Statements such as *"I can learn anything if I try hard enough"* and *"If I practice everyday, I can develop almost any skill"* received the

highest rankings with averages of *(M= 4.23)* and *(M= 4.02)*, respectively. This reflects a strong belief in the power of effort and practice in skill development.The respondents also demonstrated a high level of confidence in their persistence and goal achievement. Statements like *"When I decide to do something important to me, I keep trying to do it"* and *"I am confident that I can achieve the goals I set for myself"* received above-average rankings, indicating a commitment to overcoming challenges and achieving

success. This aligns with the study of Stephen *et al.*, (2020) [6], their study finds that learners are more likely to persist when their awareness (self-directedness) and self-evaluation (self-regulation) improve. However, when learners improve their self-evaluation of learning activities (self-directed), communication abilities (self-directed), and ability to choose a study atmosphere (self-management), they are less likely to persevere. The data from the table indicate a positive and growth-oriented mindset among the respondents. They exhibit confidence in their abilities and persistence in the face of challenges. These beliefs have implications for personal development, education, and career success.The table reflects a set of beliefs that are conducive to personal growth, and goal achievement. These positive attitudes can serve as a foundation for individuals to pursue their aspirations and navigate challenges with resilience and determination.

Table 2

Questions	Mean	Rank	Interpretations
Collaboration Skills	3.96	1	Above Average
Work in pairs or small groups to complete a task together	3.75		Above average
Work with other SK Members to set goals and make a plan for the group	3.97		Above average
Create a joint product using contributions from other members	3.79		Above average
Show the group work to the people in the barangay, captain, or others	3. 93		Above average
Work as a team to incorporate feedback into group tasks or products	3.94		Above average
Give feedback to peers or assess the work of other SK Members	3.78		Above average
Critical Thinking Skill	3.67	5	Above average
Comparing information collected from many sources with the aim of finishing a task or project.	3.64		Above average
your own conclusions based on an analysis of numbers, facts and relevant information	3.56		Above average
Make your own interpretation of what they read or what they were taught	3.64		Above average
Analyze opposing arguments, viewpoints or solutions to a problem	3.80		Above average
Develop a persuasive argument based on supporting evidence and reasoning	3.67		Above average
Solve complex problems or answer questions that have more than one solution or answer.	3.76		Above average
Creativity and Innovation Skills	3.84	3	Above average
Use idea generation techniques such as brainstorming or concept mapping	3.90		Above average
Develop own ideas about how to approach a problem or question	3.74		Above average
Create solutions to complex, open-ended questions or problems	3.90		Above average
Create an original product or performance to express their ideas	3.84		Above average
Global Connection Skills	3.72	4	Above average
Study information about other countries or cultures	3.70		Above average
Use information or ideas that come from people in another country or culture	3.67		Above average
Discuss issues related to global interdependence (for example, global environmental trends, global market economy)	3.73		Above average
Understands the life experiences of people in cultures other than one's own	3.79		Above average
Study the geography of distant countries	3.64		Above average
Reflect on how own experiences and local issues are connected to global issues	3.79		Above average
Local connection Skills	3.84	3	Above average
Observe challenges or problems related to your family or community.	3.78		Above average
Apply learning to local situations, issues or problems	3.86		Above average
Talk to one or more community members about a class project or activity	3.82		Above average
Assess how different stakeholder groups or community members view an issue	3.83		Above average
Respond to a question or task in a way that weighs the concerns of different community members or groups	3.95		Above average
Using technology as a tool learning	3.93	2	Above average
Use technology or the Internet for self-teaching (eg, Khan Academy or other videos, tutorials, self-teaching websites, etc.)	3.70		Above average
Select appropriate tools or technology resources for completing a task	3.80		Above average
Check the credibility and relevance of online sources	3.99		Above average
Use technology to analyze information (eg, databases, spreadsheets, graphic programs, etc.)	3.98		Above average
Use technology to help them share information (eg, multimedia presentations using sound or video, presentation software, blogs, podcasts, etc.)	3.97		Above average
Use technology to support teamwork or collaboration (e.g., shared work space, email exchanges, giving and receiving feedback, etc.)	3.94		Above average
Use technology to communicate directly with experts or members of the local/global community	4.04		Highest
Use technology to track their work on extended tasks or assignments	3.99		Above average
Total	3.82		Above average

The total of all General Average *(m=3.82)* obtained the above average score level. This indicates that the 21st century skills of *Sangguniang Kabataan Kagawad* (SK) in Noveleta, Cavite is above average,and the respondents 21st century skills is what the table contains; how the respondent Work with other SK Members to set goals and make a plan for the group obtained the score *(m=3.97)* above average level. On the other hand, the respondents working in pairs or small groups to complete a task together got the lowest mean score (m= 3.75) that is the lower level,

With the computed mean in each description, the general average in the Collaboration Skills in 21st century skills *(m=3.96)* constitute above average mean score. This indicates that Sangguniang Kabataan Kagawad collaboration skills are at above average Level. How respondents Work with other SK Members to set goals and make a plan for the

group obtained the highest mean score *(3.97)* which is on the above average level. On the other hand, during the qualitative stage, the researcher *how do you deal with other people, what are your contribution to the group.* The first is simply **by Initiative and Contribution**. According to (Xiang, Y., Vélez, N., and Gershman, S. J., 2023) [7] by working together, individuals can combine their limited knowledge, talents, and resources to accomplish goals that are beyond the capabilities of any single person. Most of the respondent stated that good communication and contribution is important for a leader. Respondent 4 said that, "*Good socializing and communication with other people, especially as a leader, is important to contribute to the group*". Second is.

Conclusions

This study demonstrated a good profile of the Sangguniang Kabataan Kagawad (SK Kagawad) in Noveleta, Cavite. The findings highlight their strong self-belief, which is demonstrated by their confidence in their talents and growth attitude. This self-efficacy leads to well-developed 21st-century abilities such as teamwork, critical thinking, creativity, and an understanding of global and local linkages. These findings are consistent with previous studies highlighting the favorable relationship between self-efficacy and the development of critical abilities.

Overall, the study provides a convincing image of SK Kagawad in Noveleta, Cavite. They have a strong ability to believe in themselves, collaborate, think critically, and solve problems creatively. These characteristics, together with their global perspective and local relationships, set them up to be excellent young leaders in their community. Their capacity to balance academic and leadership commitments increases their chances of success. Future research might dive deeper into the precise programs or activities that help these young leaders build their skills, as well as investigate how these lessons can be implemented in other situations. Furthermore, research into the long-term influence of young leadership experiences on academic and career paths would be beneficial. Understanding the beneficial impact that youth leadership may have on young people allows us to create additional opportunities to empower the next generation of leaders.

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