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The Life of College Students with Dual Roles: Sangguniang Kabataan Officials and Student Government Officers Residing in Cabuyao

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Article Info

Abstract

This study explores the life of college students, who hold the dual roles as Student Government Officers and Sangguniang Kabataan (SK) officials. Using a qualitative phenomenological approach, the study seeks to understand how these dual roles impact their leadership development, academic achievement, and personal development. Participants who manage these civic and academic obligations were chosen through the use of purposeful sampling. The findings show that these students are motivated by both internal and external factors. They are motivated by a passion for community service, personal growth, and support from family, friends, and mentors. Participants show resilience, adaptability, and prioritization skills in the face of obstacles including leadership demands and academic difficulties. By using leadership ideas like transformational and transactional techniques, encouraging teamwork, and keeping lines of communication open, they manage competing duties. Future applications, decision-making, motivation, and critical leadership abilities are among the major themes. Participants emphasize the fulfilling aspects of their jobs, emphasizing how they promote skill development, personal fulfillment, and a feeling of achievement. According to the study's findings, dual leadership responsibilities help students develop moral leadership, sound judgment, and a long-term perspective, transforming them into well-rounded leaders equipped to face obstacles in the future.

1. Introduction

In the Laguna province of the Philippines, Cabuyao—also known as the City of Cabuyao (Tagalog: Lungsod ng Cabuyao)—is a first-class component city. According to Y. A. De Guzman & De Guzman, Y. A. Based on the 2020 Census, 355,330 individuals are residing in Cabuyao. Moreover, Cabuyao is an urban area even though it is located in the province of Laguna because it is developed and consists of 18 urbanized barangays. The large population of Cabuyao Laguna made it a potential option for the site of the study on leadership.

Leadership is the power of an individual or a group to influence and direct followers or members in any organization, business, school, or government. Masse, J. (2023) defined Leaders as giving direction and vision, inspiring and motivating others, and assisting in creating a success-conducive environment by facilitating communication and collaboration among team members. Simply put, leadership and effective management are the keys to any organization that desires to reach its goals. Because of the value of education and community participation in the Philippines, student leaders are crucial here. In the Philippines, Daanoy, L. F. D., Cruz, E. H. D. D., Hitalia, P.C, Sumpo, W. J. P & Besa, A. S. (2021) [2]. asserted that student leaders are regarded as future leaders and provided with possibilities of building leadership through organizations and associations, youth conferences, and student organizations. These can range from hosting academic competitions and conferences, volunteer and community service, and advocating for students' health and rights, and engaging in debates on national youth and education policies. Aside from being regarded as future leaders, student leaders in the Philippines are also provided with platforms such as student governments, associations and organizations, and youth meetings where they can gain benefits from their leadership.

These platforms allow student leaders to link up with leaders that drive academic achievement, community involvement, and accountability. In addition, students are frequently taking up leadership in schools; in accordance with Ortega, M. (2023) [5], through the roles of leadership, students learn to plan for the future, work on time, set priorities, and delegate tasks. They acquire critical thinking, problem-solving, and decision-making skills.

And local government by means of bodies such as the Sangguniang Kabataan (SK). For Palomares, Cadutdutol, Amod, & Tomaro (2021) [4], Sangguniang Kabataan can meaningfully engage in policy-making and governance by virtue of some features of local government politics. The findings asserted that the Sangguniang Kabataan have external and internal reasons as their dominant motivations, with a bias towards their motivation. Both categories of reasons are found in the SK officials. Nevertheless, their external motivation is more self-determined, and their political participation levels are medium to high as per the data. Different capacities such as social interactions and intellectual, physical, and life skills can be fostered through involvement in the Sangguniang Kabataan Officials. In addition, Sangguniang Kabataan and Student engagement in the local government can have positive outcomes, especially in their studies. With these challenges in mind, they are able to truly understand the problems that beset their generation and have a diverse outlook on the world. They can influence decision-making, aid youth-oriented initiatives, and act as liaisons

between other youths and local government agencies as Sangguniang Kabataan Officials. Aside from this, students can engage in formal politics and influence decision-making processes via Sangguniang Kabataan (SK).

As stated by (Rosales, 2023) [6]. An integral part of the government, the Sangguniang Kabataan strives to promote youth development in society and productive young participation in different sectors of the community. As these future leaders acquire valuable experiences that will benefit them in their future studies and professional lives, their time spent serving as a Sangguniang Kabataan Officials can transform them forever. Their dedication and perseverance serve as an inspiration to their peers and show the worth of youth initiatives. The aim of this research is to gain a complete understanding of the problems and trends of college students as they act in dual capacities as Sangguniang Kabataan Officials and Student Government Officers. It seeks to know and determine why they hold double roles as leaders in two sides of leadership, in their school and their community as Student Government Officers and Sangguniang Kabataan Officials, and how they felt experiencing it because they also have an obligation to their academic. These double roles students usually need to get more attention. As the literature indicates, there is a necessity for a tighter concentration on dual roles performed by Sangguniang Kabataan officials and student government officers. As per Chan, I. L.'s study.

(2023) found no correlation between achievement in academic work and leadership styles among students. One of the research aims is to identify the student who has dual jobs and whether such a responsibility is one of the challenges encountered. But whereas this research investigates the impact of leadership styles on academic

achievement, it is not directed towards students who possess double leadership positions in school and civic settings that encompass the Sangguniang Kabataan Officials and Student Government Officers

2. Methodology

A. Research Design
This research employed qualitative research through phenomenological design to describe the students lived experiences as dual-hatted Sangguniang Kabataan (SK) officials and student government officers. This approach reveals their challenges, thoughts, and coping strategies and serves to inform policies and support programs for their leadership positions.

B. Research Locale
The study was carried out among college students living in Cabuyao, irrespective of the universities they attend. Cabuyao is a vibrant city situated approximately 43 kilometers south of Metro Manila. The study targeted students from public, private, and semi-private institutions to reflect the diverse educational environment of the city.

C. Population and Sampling
The research aims for Cabuyao students who are at the same time SK officials and student government officers. The six participants with these roles are selected using purposeful sampling in order to gain depth in understanding their experiences. This number was what qualitative research advised as sufficient for depth and richness of data collection.

D. Research Participants
The respondents are Cabuyao college students who are balancing their roles as student government officials and SK officials. Certification of candidacy for both positions is among the selection criteria. Demographic data, such as age, gender, year level, university, and barangay of residence, are collected while maintaining confidentiality and data privacy.

E. Research Instrumentation
Semi-structured in-person interviews were used to gather data, and verbatim replies were recorded for qualitative analysis. Member verification is utilized to guarantee accuracy of participants' viewpoints, and informed permission was acquired. Participants are informed about the goals, methods, and privacy rights of the study, and the permission form was authorized by the head of the College of Science and Arts Department.

F. Data Gathering Procedure
For academic integrity, the researcher needs to obtain clearance from the study supervisor first before initiating the data collection process. Those who are elected or serving as Sangguniang Kabataan officials in their Cabuyao barangay, and university or student government officers, provided their informed consent. The study incorporates these subjects. Those who are in the student government and not Sangguniang Kabataan officials in Cabuyao, or who are Sangguniang Kabataan officials but are not studying or have any university position at all, will be excluded from the study. For anonymity and to have a clear description of the purpose of the study, the names and information that are collected are treated as confidentially as possible.

G. Ethical Consideration

To ensure the protection of participants' rights and welfare, the research adhered to ethical standards. Through the use of pseudonyms in published reports and withholding identifying details, anonymity was ensured. Transcripts and recordings of interviews were securely stored on a password-protected system that only legitimate research staff could access, ensuring confidentiality. Under the Data Privacy Act of 2012 of the Philippines, data were anonymized prior to analysis.

Consent forms were also included such as access to assistance services, and the purpose of the study, as well as potential risks, were explained to the participants. Throughout interviews, researchers paid attention to levels of comfort among participants and, where needed, terminated or provided breaks to prevent harm. Researchers ensured that results were distinctive, refrained from misconduct, and reported the results honestly. Participation was voluntary, informed, and without pressure or coercion. By eliminating any identifying details from the reports and data, anonymity and confidentiality were strictly ensured.

3. Results and Discussions

This chapter presents the results of findings, analysis and interpretation of data gathered parallel to the order of how the statement of the problem is presented in Chapter 1 of the study. This presents the questions, statements of the members and the discussions along with the Superordinate and Subordinate Themes emerged from the responses of the participants.

Table 1: List of Research Questions, Responses and Discussions.

Questions	Responses	Discussions
1. What challenges have you encountered in fulfilling your dual roles, and how did you resolve them?	"So grabe yung pressure kailangan kong pumili parang kung ano yung ipa-priority ko pero ang ginawa ko is kung ano yung pinaka mabigat yung yung pinili ko which is yung sask bale kasi malaking project sya eh don ako nag focus" (P1)	The student states that feeling immense pressure to choose between academic and leadership roles. This highlights the difficulty of balancing competing demands and the necessity to make difficult judgments about which duties to prioritize, emphasizing the conflict between academic and leadership roles.
2. What strategies have you used to manage role strain and competing demands between academic and leadership roles?	"Ang strategies is yon... time management talaga yung kinakalangan, kung wala lang time management mahihirapan ka halo yung mga responsibilities na dadating sa'yo pati na hindi mo alam sino yung una unahin mo so pinaka best na strategy na ginawa ko is time management na kahit may responsibilities ka sa barangay, sa school, syempre kailangan bahagi din nya responsibilities mo so time management ang key talaga" (P3)	Participant emphasizes how responsibilities from school and the barangay (local government) might become too much to handle without good time management, leaving one unsure of which tasks to prioritize.
3. Can you share an example of when you had to make a difficult decision or prioritize one role over another? How did you approach this situation?	"Ah ang mahirap po is yung paminsan na sitwasyon na may kailangan po akong ipasa samin pero po sa pamilya problem po kasi minsan financial problem kaya dumating po samin at nan kinukulang po kami so talagang minsan po kailangan mag sacrifice sa pag aaral kasi kailangan mag SK tas ang ginawa ko po sinunod dahil dro working student nung time na yon so SK tas tas papelSK naman maliit lang (di po sa akin dahil sa mga nakukuha ko pong honorarya onthy)." (P2)	Participant mentions about how their family's financial difficulties had caused them to drop out of school, but they continued serving their duties as SK officials. He/she acknowledges the benefits offered by SK status, however, admitting that it partially took the worry off, because of the monthly honoraria, which lessened some of the strain.
4. How have you applied the principles of transactional-transformational leadership in your academic and leadership roles?	"So, I can improve the way we lead or I self and lead the organization that I am working with... we are filtering and at the same time kung ano yung feedback ayon yung ginagamit naming to improve and i-correct yung mga mistakes namin." (P5)	The participants emphasize the value of feedback in helping them improve their leadership skills and enhance their influence on their team. The response sheds light on how leadership responsibilities are handled, even though it doesn't specifically address academic demands, but does show leadership development. By encouraging time management and problem-solving skills, it implies that the student actively works on organizational effectiveness and self-improvement, which directly aids in balancing the demands of leadership and academic roles.
5. How do you foster collaboration and communication within your team or organization while balancing academic demands?	"The first thing that I can assess or I can manage is of course to teach them kung paano mag manage them. So, from time to time I'm giving them messages that are very relevant and at the same time hindi ko binabangga yung personal time nila, so I still emerge to a certain period and palalamiminse message ako and then gusto ko nakarating sila they are, they will reply and they will touch one message that I have to them..." (P6)	Participant emphasizes the need of applying communication with good time management by ensuring that messages are sent with importance and significance and delivered at the appropriate times. This strategy helps in maintaining a consistent flow of leadership duties without overwhelming the academic tasks. The stress of balancing both leadership responsibilities and academic demands is reduced.
6. Looking back, what have you learned from your experience as a dual-role student, and how would you apply this learning to future endeavors?	"Isa sa natutunan ko dun is kapag nag fail ka sa isang environment, wag kaagad mag quit kasi, yung failure na yun is magiging strength mo sa ginagawa mo." (P4)	Participants highlight the significance of perseverance, suggesting that failing should not be treated as final, but rather as an opportunity for growth and strength. This attitude enables them to excel in both their leadership and academic roles. This strategy is effective in managing the problems of balancing dual roles because it promotes resilience and learning from mistakes.

The research questions, participant responses, and discussion are presented in Table 1, which also identifies key themes and points of note. The struggles with resolving conflicts while balancing many roles are also addressed.

Table 2: Superordinate themes and Subordinates themes

Superordinate Themes	Subordinate Themes
Challenges and Coping Mechanism in Dual Roles	- Role Conflict - Burnout - Constructive Feedback
Coping Strategies for Role Strain	- Self-Care Practices - Task Delegation - Mindfulness and Reflection
Decision Making and Prioritization in Conflicting Situation	- Weighing the Importance of Each Role - Utilitarian Decision-Making - Seeking Support from Peers
Applying Leadership Theories in Practice	- Motivation through Reward and Recognition - Inspiring Positive Change - Role Modeling
Promoting Collaboration and Communication	- Open Communication Channels - Inclusive Decision-Making - Conflict Resolution
Learning and Future Application	- Adaptability - Persistence - Long-term Vision

Table 2 provides major themes and challenges in managing dual roles. It identifies role conflict, burnout, and coping mechanisms such as self-care and delegation of tasks. Decision-making entails reconciling priorities and peer support, while leadership application entails motivation and role modeling. Successful collaboration is based on open communication and resolving conflict. Finally, learning entails flexibility, tenacity, and long-term perspective for personal and professional development. **Table 3:** Proposed Interviews

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1. Time Management and Prioritization Workshops			
Beneficiary	**Necessities**	**Settings**	**Facilitator**
- Student Leader	- Foods	- Open Area	- Department Chair Person
- Aspiring Leader	- Technical Equipment	(Multi-Purpose Stadium)	- Local Youth Development Council
- Sangguniang Kabataan			
2. Leadership Mentorship Programs			
Beneficiary	**Necessities**	**Settings**	**Facilitator**
- Student Leader	- Technical Equipment	- Sport Complex	- Local Youth Development Council
- Sangguniang Kabataan	- Certificates		
1. Academic Support and Counseling Services			
Beneficiary	**Settings**		**Facilitator**
- Student Leader	- Office of Student Services and Affairs		- Registered Guidance Counselor
Beneficiary	**Necessities**	**Settings**	**Facilitator**
- Student Leader	- Certificates	- Open Area	- Department Chair Person
- Sangguniang Kabataan	- Technical Equipment - Food	(Multi-Purpose Stadium)	- Local Youth Development Council

Table 3 lists various programs and activities tailored for student leaders, potential leaders, and Sangguniang Kabataan members. These programs are geared towards leadership development, time management, prioritization, mentorship, counseling, and awards. Information on the program's beneficiaries, required resources, venues, and trainers/ facilitators is included in each program. Generally, the tables highlight organized activities in aiding student leaders and youth officers in their journey towards leadership through training, mentorship, counseling, and awards programs.

4. Discussion
The study provides a full understanding of the challenges and growth experienced by individuals
juggling the dual roles of student government officials and Sangguniang Kabataan (SK) members. To better navigate different duties, motivation, time management, support systems, and coping strategies are interconnected as found in thematic analysis of respondent answers. Participants also have a keen desire to contribute to the community and develop as individuals, and they are intrinsically and extrinsically motivated. Strong support systems of mentors, peers, and family members solidify these motivations, which are highly beneficial in sustaining their commitment and developing resilience.

Applying Thematic Analysis for participant response analysis, this study delves into the experience of individuals who have concurrent roles as student government officials and Sangguniang Kabataan (SK) officers. Motivation, time management, support structures, and coping mechanisms are some of the most important factors enabling these leaders to cope with their challenging roles. Participants are driven by internal and external forces, particularly a sense of personal growth and community service, and are encouraged by peers,

mentors, and family. Employing organizational tools, prioritizing, effective time management, and flexibility are key to balancing leadership and academic responsibilities. In spite of challenges such as role conflict and burnout, participants cope with stress through feedback, self-care, delegation of tasks, and mindfulness. These experiences enable them to enhance their time management, leadership, and public speaking skills, which contribute positively to their personal and academic development. The study emphasizes the participants' adaptation, resilience, and dedication to work, demonstrating how they balance competing demands effectively and positively impact their communities. Students, SK groups, prospective researchers, schools, communities, and prospective leaders are encouraged to enhance time management, enhance coping mechanisms, promote peer support, and offer leadership development opportunities. These efforts aim to promote the development of young leaders while enhancing their welfare and positive social impact.

The research also indicates that while people struggle to balance their duties, they employ several effective methods to manage their tasks. Apart from motivating change through advocacy, empathy, and role modeling, the blend of transactional and transformational leadership styles helps them motivate teams through incentives and recognition.Based on these findings, the study concludes with several recommendations aimed at enhancing the effectiveness and experiences of young leaders. To prevent burnout, students are advised to take care of themselves, access peer support, and enhance their time management skills. SK organizations need to institute mentorship programs in order to equip young officials with the necessary tools to deal with their responsibilities and foster teamwork. Educational institutions need to provide support systems such as counseling, leadership seminars, and liberal academic policies in order to facilitate student leaders to thrive, while would-be leaders are encouraged to learn empathy and principles of public service through community work. By valuing the contributions of young leaders, the community—families and governments included—can create a supportive environment that encourages them to continue serving.

5. References

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