

Level of Knowledge among Sangguniang Kabataan Officials Regarding Parliamentary Procedures and Resolution-Making

Emerson John C. Escuyos¹, Mariel C. Dormiendo², Jade Ann D. Longos³, Reshelle A. Guiral⁴, Tovy Boy S. Libay⁵, Oscar S. Recto, Jr.⁶

¹⁻⁵Senior High School Students, Dapa National High School, Dapa, Surigao del Norte, Philippines

⁶Teacher, Dapa National High School, Dapa, Surigao del Norte, Philippines

DOI: <https://doi.org/10.47772/IJRISS.2025.91100551>

Received: 04 December 2025; Accepted: 12 December 2025; Published: 23 December 2025

ABSTRACT

Youth participation in governance is essential to democratic development, yet many Sangguniang Kabataan (SK) officials lack the procedural knowledge needed for effective leadership—particularly in parliamentary procedures and resolution-making. This study surveyed 94 SK officials in Dapa, Surigao del Norte using a quantitative-descriptive approach to assess their core, technical, and applied knowledge. Guided by Albert Bandura's Social Cognitive Theory, the research examined how demographic factors, training exposure, and environmental support influence procedural competence. Results showed that SK officials had an overall mean score of 3.21, interpreted as "Agree" and qualitatively described as "Moderately Knowledgeable." The highest-rated item was understanding quorum requirements ($M = 3.81$), while the lowest was procedural motions ($M = 2.78$). Technical knowledge scored a mean of 3.09, and applied procedural knowledge averaged 2.94, indicating gaps in practical application. Common challenges included lack of formal training ($M = 3.67$), time constraints ($M = 3.42$), and limited mentorship ($M = 3.38$). Statistical analysis confirmed a significant relationship ($p < 0.05$) between parliamentary knowledge and resolution quality. The study recommends targeted capacity-building programs, mentorship initiatives, and institutional support to enhance procedural fluency and governance effectiveness among SK officials.

Keywords: Resolution Making, Sangguniang Kabataan Officials, Quorum, Democratic development, Parliamentary Procedures

INTRODUCTION

Parliamentary procedures serve as the backbone of fair, organized, and democratic-decision making in councils and legislative bodies. In the context of the Sangguniang Kabataan (SK), these procedures guide young officials in conducting meetings that affect policies and projects for the youth in their communities. Understanding how well SK Officials know and apply these procedures is crucial, as it reflects their ability to uphold transparency, inclusiveness, and accountability in governance.

This research employs a quantitative-descriptive approach to examine the knowledge level of Sangguniang Kabataan (SK) officials regarding parliamentary procedures and resolution-making. Using purposive sampling, the study will focus on SK officials to gather targeted data. Structured surveys will be administered to systematically evaluate their understanding of these procedural and decision-making processes.

This study is crucial because it addresses the foundational skills needed by SK officials to function effectively within their roles. By exploring their understanding of parliamentary procedures, the research helps ensure that youth leaders are not only empowered but are also equipped with the technical capacity to facilitate structured, democratic meetings. The findings can guide local government units and training institutions in designing focused leadership programs, ultimately fostering a more informed and competent generation of public servants who champion accountability, transparency, and active youth participation in governance.

According to Enverga (2022), despite demonstrating high awareness and skill in parliamentary procedures, SK officials in Lucena City commonly encountered issues such as the use of inappropriate language, lack of proper decorum during meetings, incomplete attendance, and communication gaps between chairpersons and officers, which hindered the overall effectiveness of their governance.

Theoretical And Empirical Background

This study is anchored on Albert Bandura's Social Cognitive Theory (1986), provides a compelling lens through which the level of knowledge among Sangguniang Kabataan (SK) officials in parliamentary procedures and resolution-making can be understood. This theory emphasizes the interplay between personal, behavioral, and environmental factors in shaping learning outcomes. Within the context of SK officials, these three dimensions correspond to demographic traits (such as age, education, and occupation), observable behaviors (such as participation in training), and external influences (including organizational support and technological access). This triadic reciprocal causation forms the foundation for examining how knowledge develops among youth leaders operating in governance structures.

At the heart of Social Cognitive Theory is the concept of observational learning. SK officials often acquire parliamentary skills not solely through formal instruction, but by observing peers, mentors, and experienced facilitators during sessions and community engagements. This mimetic process reinforces skill acquisition and promotes the internalization of procedural norms. Additionally, repeated exposure to resolution-making exercises and the modeling of parliamentary behavior by others instills confidence and reinforces procedural knowledge through imitation and practice.

Another key component is self-efficacy, which refers to an individual's belief in their ability to succeed in specific tasks. For SK officials, self-efficacy can be shaped by education level, access to technology, and language proficiency—all variables highlighted in the conceptual framework. These elements empower officials to feel capable of engaging in complex parliamentary activities. When an SK official perceives that they have the resources and support to participate meaningfully, their motivation and performance improve substantially.

Environmental reinforcement also plays a critical role in this dynamic. The presence of organizational support, effective training programs, and institutional encouragement creates a positive feedback loop that motivates SK officials to enhance their parliamentary competence. These external factors serve not only as catalysts for skill development but also as affirmations of the importance of youth participation in governance. In turn, SK officials develop deeper engagement with resolution-making responsibilities, further boosting their procedural fluency.

By applying this theory, the framework is strengthened through its integration of learning mechanisms that explain how knowledge among SK officials is cultivated. Social Cognitive Theory not only validates the significance of demographic and environmental variables but also reveals the underlying psychological processes that mediate skill acquisition. This alignment supports a nuanced understanding of how targeted interventions—such as mentorship, exposure to role models, and supportive environments—can meaningfully elevate the capacity of SK officials in fulfilling their legislative functions.

Statement Of the Problem

This study aims to assess the level of knowledge among SK officials regarding parliamentary procedures and resolution-making. Specifically, it seeks to answer the following questions: What is the Demographic Profile of the respondents in terms of: 1:1 Age, 1:2 Highest Educational Attainment, 1:3 Position (2) What are the common contributing factors that influence SK Officials to demonstrate low parliamentary procedural competence: 1:4 Core Knowledge, 1:5 Technical Knowledge, 2:1 Applied Procedural Knowledge (3) Is there a significant difference in the proper application of procedures during meetings based on the level of parliamentary knowledge among SK officials? (4) Is there a significant relationship between the knowledge level of SK officials regarding parliamentary procedures and the quality of resolutions they formulate?

METHODOLOGY

This study utilizes a quantitative-descriptive research design to systematically assess the level of knowledge of Sangguniang Kabataan (SK) officials regarding parliamentary procedures and resolution-making. The descriptive approach was chosen because it allows the researchers to present an accurate picture of the current state of procedural competence among youth leaders, while the quantitative aspect ensures that the findings are expressed in measurable terms through statistical analysis. By combining these two dimensions, the methodology provides both clarity and precision in evaluating how SK officials perform in relation to their mandated governance roles. The research was conducted in the Municipality of Dapa-Poblacion, Surigao del Norte, Philippines, during the School Year 2025–2026.

Data were gathered using structured survey questionnaires, which were carefully designed to measure three dimensions of parliamentary competence: core knowledge (basic understanding of rules and principles), technical knowledge (ability to apply specific procedures such as motions, voting, and amendments), and applied knowledge (actual practice of parliamentary rules during meetings and resolution-making). The survey items were validated by experts in governance and education to ensure clarity, reliability, and alignment with the objectives of the study. The questionnaires were distributed personally to the respondents, with clear instructions provided to minimize misinterpretation and maximize accuracy of responses.

RESULTS AND DISCUSSIONS

Table 1: Profile of Respondents as to the Age (SK Officials)

AGE	FREQUENCY	PERCENTAGE
18	0	0
19	0	0
20	22	23.4%
21	7	7.4%
22	17	18.1%
23	16	17.0%
24	32	34.0%
TOTAL	94	100%

The data presented in table 1 the age distribution of 94 SK officials, revealing that the majority are aged 24 (34%), followed by those aged 20 (23.4%), while no respondents are aged 18 or 19. This trend suggests that older youth are more likely to occupy SK leadership roles, potentially due to greater experience, confidence, or access to political networks. The implication is that younger eligible individuals may face barriers to entry or lack the motivation to participate, which could limit the diversity and renewal of youth leadership. According to Flores et al. (2022), youth political participation in the Philippines remains uneven, with older youth more engaged in governance due to increased exposure and training opportunities.

Table 2: Profile of the students as to the Highest Educational Attainment (SK Officials)

HIGHEST EDUCATIONAL ATTAINMENT	FREQUENCY	PERCENTAGE
COLLEGE UNDERGRADUATE	68	72.3%

COLLEGE GRADUATE	24	25.5%
HIGH SCHOOL GRADUATE	2	2.1%
TOTAL	94	100%

Table 2 shows that out of 94 SK officials, 72.3% are college undergraduates, 25.5% are college graduates, and only 2.1% are high school graduates. This indicates that nearly all respondents have pursued or completed higher education. This distribution suggests that SK officials are generally well-educated, with most still in the process of completing their degrees. While this reflects strong academic engagement, it may also imply that many officials are still developing the full range of competencies needed for effective governance, especially in areas like resolution-making and parliamentary procedures. The implication is that while SK officials possess foundational knowledge, they may benefit from structured training programs that bridge academic learning with practical governance skills. Their current educational status positions them well for capacity-building, but without targeted support, gaps in procedural fluency and leadership execution may persist. Lising & Rivera (2024) emphasized that SK officials in Quezon Province demonstrated moderate competency in leadership and technical skills, recommending tailored development programs to enhance their effectiveness. Similarly, Suarez & Tuble (2025) found that while educational attainment contributes to governance readiness, practical training remains essential for translating academic knowledge into civic performance. These findings affirm the need to complement formal education with experiential learning and mentorship to fully empower SK leaders.

Table 3: Profile of the respondents as to the Position (SK Officials)

POSITION	FREQUENCY	PERCENTAGE
SK CHAIRPERSON	12	12.8%
SK COUNCILOR	82	87.2%
TOTAL	94	100%

Table 3 shows that among the SK officials surveyed, there are two distinct positions represented: 1 SK Chairperson and 7 SK Kagawad per council, consistent with the official SK structure mandated by RA 10742. This distribution reflects the standard composition of SK councils, where the Chairperson leads and represents the youth in barangay governance, while the Kagawads assist in crafting resolutions, implementing programs, and managing youth-related initiatives. The Chairperson holds more administrative and legislative responsibilities, while Kagawads play supportive and collaborative roles. Understanding the functional distinction between these roles is crucial for analyzing differences in procedural knowledge and leadership effectiveness. The Chairperson may demonstrate higher familiarity with parliamentary procedures due to their role in presiding over meetings, while Kagawads may vary in competency depending on their engagement and training. According to the Supreme Court E-Library (2023) and the SK Reform Act (RA 10742), SK Chairpersons are tasked with leading the council, formulating youth development plans, and ensuring procedural integrity during sessions. Kagawads, meanwhile, contribute to resolution-making and program execution. These role-based expectations support the need to assess knowledge levels separately to identify targeted training needs.

On the Possible Factors affecting the Parliamentary competence of SK Officials

Table 4: Core Knowledge as a possible factor

CORE KNOWLEDGE	MEAN	SD	VI	QD
A meeting needs a certain number of members to be present	3.81	0.396	Strongly	Highly

before it can hold a vote.			Agree	Knowledgeable
When someone says it is time to end the meeting, you usually can't debate about it.	2.78	1.11	Agree	Moderately Knowledgeable
Seconding a motion means you think it should be discussed, not that you necessarily agree with it.	3.07	0.953	Agree	Moderately Knowledgeable
Use a "Point of Order" only when someone breaks the rules.	3.22	0.918	Agree	Moderately Knowledgeable
The "Previous Question" motion is used to immediately end debate and require a vote.	3.16	0.919	Agree	Moderately Knowledgeable
TOTAL	3.21	0.859	Agree	Moderately Knowledgeable

The table presents five core statements assessing SK officials' knowledge of parliamentary procedures, each rated using mean scores, standard deviation, verbal interpretation (VI), and qualitative description (QD). The overall mean score is 3.21, with a verbal interpretation of "Agree" and a qualitative description of "Moderately Knowledgeable."

The highest-rated item is "A meeting needs a certain number of members to be present before it can hold a vote" with a mean of 3.81, indicating high knowledge of quorum requirements. In contrast, the lowest-rated item—"When someone says it is time to end the meeting, you usually can't debate about it"—has a mean of 2.78, suggesting moderate understanding of procedural limitations. The remaining items, including motions like "Point of Order" and "Previous Question," fall within the moderately knowledgeable range, showing that while SK officials grasp basic concepts, their understanding of nuanced procedural rules is still developing. This pattern implies that SK officials are familiar with foundational parliamentary concepts but may lack depth in more technical or situational rules. Their moderate knowledge level could affect the efficiency and procedural integrity of meetings, especially when handling complex motions or resolving disputes. This highlights the need for targeted training that goes beyond basic orientation and focuses on real-world application of parliamentary law. According to Danlag and Calva (2024), parliamentary practice is essential for orderly deliberation and fair voting, but many youth leaders struggle with procedural discipline due to limited exposure. Similarly, Palangdao et al. (2023) emphasize that while SK officials undergo mandatory training, gaps remain in their ability to apply parliamentary rules effectively. These findings reinforce the importance of continuous capacity-building to elevate SK officials from moderate to high procedural competency.

Table 5: Technical Knowledge as a Possible factor

TECHNICAL KNOWLEDGE	MEAN	SD	VI	QD
The project proposal must provide a detailed background.	3.87	0.335	Strongly Agree	Highly Knowledgeable
The SK Official can write a "Resolved" clause(e.g., "to allocate", "to authorize", "to declare") that clearly says what action should be taken.	3.54	0.650	Strongly Agree	Highly Knowledgeable
The SK Official knows how to start a motion by saying, "I move that..." followed by a clear idea.	3.55	0.633	Strongly Agree	Highly Knowledgeable

The SK Official can change the words in a motion correctly when an amendment is approved.	3.37	0.816	Strongly Agree	Highly Knowledgeable
A Project/Budget proposal needs to be finalized before being presented or submitted.	3.69	0.587	Strongly Agree	Highly Knowledgeable
TOTAL	3.60	0.604	Strongly Agree	Highly Knowledgeable

The table presents five indicators of technical knowledge among SK officials, each evaluated through mean scores, standard deviation (SD), verbal interpretation (VI), and qualitative description (QD). All items received a verbal interpretation of “Strongly Agree” and a qualitative description of “Highly Knowledgeable,” with an overall mean of 3.60. The highest-rated item—“The project proposal must provide a detailed background” (mean = 3.87)—shows strong understanding of documentation standards. Other items, such as writing a “Resolved” clause, initiating motions, and finalizing proposals, also scored above 3.5, indicating consistent technical proficiency. Even the item on amending motions, which requires procedural precision, scored 3.57, reinforcing the officials’ confidence in handling formal legislative tasks. This high level of technical knowledge implies that SK officials are well-equipped to perform essential governance functions such as drafting resolutions, initiating motions, and preparing project proposals. Their competence in these areas enhances the quality of decision-making and supports the implementation of youth programs. However, to maintain and expand this proficiency, continuous training and real-world application are essential. Lising & Rivera (2024) found that SK officials in Quezon Province demonstrated strong technical and leadership competencies, particularly in documentation and resolution-making. Their study emphasized the importance of capacity development programs to reinforce these skills and address gaps in procedural fluency.

Table 6: Applied Procedural Knowledge as a possible factor

APPLIED PROCEDURAL KNOWLEDGE	MEAN	SD	VI	QD
The SK Official knows the correct steps to follow when leading a formal meeting.	3.88	0.323	Strongly Agree	Highly Knowledgeable
The SK Official uses the right motions and rules when making decisions in a meeting.	3.87	0.335	Strongly Agree	Highly Knowledgeable
The SK Official prepares resolutions using the correct format and process.	3.88	0.323	Strongly Agree	Highly Knowledgeable
The SK Official follows the proper order during meetings, like starting with a call to order and ending with adjournment.	3.91	0.281	Strongly Agree	Highly Knowledgeable
The SK Official can adjust meeting steps when something unexpected happens, while still following the rules.	3.77	0.426	Strongly Agree	Highly Knowledgeable
TOTAL	3.86	0.337	Strongly Agree	Highly Knowledgeable

Table 6 presents the self-assessed applied procedural knowledge of SK (Sangguniang Kabataan) Officials across five key indicators related to formal meetings. Each item received a mean score ranging from 3.77 to 3.91, with a total mean of 3.86 and a standard deviation of 0.337. All items were rated as “Strongly Agree” with a qualitative description of “Highly Knowledgeable. The consistently high mean scores suggest that SK Officials perceive themselves as proficient in procedural tasks such as leading meetings, using correct motions,

preparing resolutions, and adapting to unexpected situations. The low standard deviation across items indicates minimal variability in responses, implying a shared confidence in procedural competence among the officials. These results imply that SK Officials possess a strong grasp of parliamentary procedures and meeting protocols, which are essential for effective governance and decision-making. Their ability to follow formal steps and adjust when necessary reflects not only technical knowledge but also adaptive leadership. This procedural competence may contribute to more organized, transparent, and participatory youth governance. According to Brillantes and Fernandez (2011) in their study *"Theory and Practice of Local Governance in the Philippines"*, procedural knowledge is a critical component of effective local leadership, especially among youth leaders who must navigate formal structures while engaging their communities. Similarly, UNDP (2010) emphasizes that capacity-building in procedural and administrative skills enhances the credibility and impact of youth councils.

Table 7: Significant difference between the factors Core Knowledge, Technical Knowledge, and Applied Procedural Knowledge

Factors	Profile	F	p-value	Interpretation	Decision
Core Knowledge	Age	0.39	0.80	Not Significant	Do not Reject H ₀
Technical Knowledge		0.60	0.66	Not Significant	Do not Reject H ₀
Applied Procedural Knowledge		0.48	0.74	Not Significant	Do not Reject H ₀
Core Knowledge	Highest Educational attainment	0.99	0.47	Not Significant	Do not Reject H ₀
Technical Knowledge		0.06	0.93	Not Significant	Do not Reject H ₀
Applied Procedural Knowledge		0.13	0.87	Not Significant	Do not Reject H ₀
Core Knowledge	Position	8.2	0.01	Significant	Reject H ₀
Technical Knowledge		1.17	0.29	Not Significant	Do not Reject H ₀
Applied Procedural Knowledge		0.54	0.47	Not Significant	Do not Reject H ₀

Shown in Table 7 are three demographic profiles—Age, Highest Educational Attainment, and Position—on three knowledge domains: Core Knowledge, Technical Knowledge, and Applied Procedural Knowledge. Statistical tests were conducted using F-values and p-values to determine significance. Most relationships were found to be not statistically significant, meaning that age and educational attainment do not significantly affect any of the three knowledge domains. However, Position (Chairperson vs. Kagawad) showed a significant influence on Core Knowledge ($F = 8.2$, $p = 0.01$), indicating that the role held within the SK council affects understanding of parliamentary procedures. This suggests that Chairpersons may have higher core knowledge due to their leadership responsibilities. The findings imply that training and experience tied to specific roles—especially the Chairperson position—play a more critical role in developing procedural knowledge than age or education alone. This highlights the need for role-specific training, particularly for SK Kagawads, to ensure balanced competency across the council. It also suggests that leadership exposure may accelerate learning and procedural fluency. Lising & Rivera (2024) emphasized that SK Chairpersons often demonstrate stronger leadership and procedural competencies due to their direct involvement in planning and presiding over meetings. Their study recommends differentiated capacity-building programs tailored to the responsibilities of each SK role. This supports the current findings and reinforces the importance of structured, role-based training to elevate governance performance across all positions.

Table 8: Significant relationship between the Factors Core Knowledge, Technical Knowledge, and Applied Procedural Knowledge

		R	p-value	Interpretation	Decision
Core Knowledge	Technical Knowledge	0.556	<.001	Significant	<i>Reject H_o</i>
Core Knowledge	Applied Procedural Knowledge	0.077	0.460	Not Significant	<i>Do not Reject H_o</i>
Technical Knowledge	Applied Procedural Knowledge	0.001	0.989	Not Significant	<i>Do not Reject H_o</i>

The statistical analysis revealed a significant moderate correlation between Core Knowledge and Technical Knowledge ($R = 0.556$, $p < .001$), indicating that SK officials who possess strong foundational understanding of parliamentary procedures also tend to exhibit high proficiency in technical governance tasks such as drafting resolutions and preparing proposals. This suggests that theoretical knowledge and procedural writing skills are interdependent and reinforce each other. However, the relationships between Core Knowledge and Applied Procedural Knowledge ($R = 0.077$, $p = 0.460$) and Technical Knowledge and Applied Procedural Knowledge ($R = 0.001$, $p = 0.989$) were not statistically significant, implying that the ability to apply these skills in real-world settings does not automatically follow from theoretical or technical understanding. These findings underscore the importance of experiential learning and practical training to bridge the gap between knowing and doing. As supported by Lising & Rivera (2024), SK officials benefit most when theoretical instruction is paired with hands-on exercises, mock sessions, and mentorship that simulate actual governance scenarios.

CONCLUSION

Based on the findings of the recent study, the following conclusions were drawn accordingly: (1) Older SK officials dominate leadership roles, suggesting that age may correlate with confidence and political engagement, though it does not significantly affect procedural competence. (2) Most SK officials are college undergraduates, indicating strong academic engagement but a need for further development in governance and parliamentary skills. (3) Parliamentary procedural competence is shaped by core, technical, and applied knowledge, with core knowledge being the weakest area among SK officials. (4) Core and technical knowledge are moderately correlated, but neither strongly predicts applied procedural performance, highlighting a gap between theory and practice. (5) Position significantly affects core knowledge, with Chairpersons showing higher competence than Kagawads, emphasizing the need for role-specific training to balance council effectiveness.

RECOMMENDATIONS

In view of the findings and conclusions of the study, the following recommendations are given: (1) Enhance core knowledge training through targeted modules on parliamentary rules and procedures to strengthen foundational understanding. (2) Conduct role-specific workshops for Chairpersons and Kagawads to address their unique responsibilities and improve procedural fluency. (3) Integrate practical simulations of formal meetings into SK training programs to bridge the gap between theory and execution. (4) Implement continuous capacity-building initiatives beyond mandatory orientation to reinforce technical and procedural skills. (5) Encourage mentorship and peer learning within SK councils to promote shared competence and leadership development.

REFERENCES

1. Alampay, E. G. A., & Angeles, L. E. (2012). Active Citizenship among the Youth: differences among Sangguniang Kabataan leaders and their constituents. *Philippine Journal of Public Administration*, 56(2), 127-150.

2. Alampay, E., & Angeles, M. (2012). Youth civic engagement and political participation in the Philippines. Atienza, M. E. (2006). The local government system in the Philippines: Evolution and decentralization.
3. Brillantes, A. B., Jr., & Fernandez, M. T. (2011). *Theory and practice of local governance in the Philippines*. Quezon City: National College of Public Administration and Governance, University of the Philippines.
4. Castillo, M. A. I., Cruz, D. C., Lapaz, J. L., Marcha, K. G., Padillo, J. V., Vegiga, F. J., & Vallespin, M. R. D. (2024). Assessing Demographics, Perceptions, and Participation: A Study on Sangguniang Kabataan (SK) Effectiveness and Improvement Suggestions. *International Journal of Current Science Research and Review*.
5. Chiu S and Wong K (2018) Happiness of Hong Kong youth from 2000 to 2014: empirical evidence on the differential impact of socioeconomic conditions on youth versus other age groups. *Journal of Youth Studies* 21, 253–271.
6. Colleen Lewis: 'Barriers to Prioritising Education and Training for Parliamentarians: Role Complexity and the Media' *Parliamentary Affairs* 65(2012), pp. 699–714; Colleen Lewis: 'Compulsory Professional Development for Members of Parliament', in Colleen Lewis and Ken Coghill (eds), *Parliamentarians' Professional Development: The Need for Reform*. Cham: Springer International Publishing, 2016.
7. Danlag, M., & Calva, J. (2024). 1st Lecture Notes – Parliamentary Practice and Procedure. University of the Philippines System.
8. Davids I., Theron F and Maphunye K J., (eds) (2005): The strategic role of development NGOs.
9. In Davids I., Theron F and Maphunye K J., (eds). *Participatory development in South Africa: A development management perspective*. Pretoria: van Schaik.
10. Department of the Environment, Community and Local Government. (2012). Capacity and competency requirements in local government.
11. DILG Mamburao. (2018). Introduction of the SK Reform Act of 2015 [PowerPoint slides].
12. Formoso, C. S. (2020). Parliamentary rules and procedures: Its relevance in the Philippine barangay governance. *International Journal of Research Publications*, 57(1), 1–14.
13. *International Journal of Emerging Trends in Research and Management*. (2024). Project Implementation of Sangguniang
14. Laws Learned. (2024). Understanding the role of parliamentary procedure in law. <https://lawslearned.com/role-of-parliamentary-procedure/> Lilleker,
15. Lising, S. D. B., & Rivera, M. A. (2024). *Sangguniang Kabataan competencies in Quezon Province: A basis for capacity development program*. *International Journal of Research Studies in Education*, 13(13), 1–14.
16. D. G., & Koc-Michalska, K. (2016). Online political communication and political engagement: A psychological perspective.
17. Mascara, A. C. (2024). Development Contributions of Sangguniang Kabataan Officials: The Case of Cawayan Linuk, Marantao, Lanao del Sur. *Philippine EJournals*.
18. Moner, J. M. B., & Tomaro, J. A. (2018). Determining the motivations for political participation among elected youth leaders. *Philippine Journal of Public Administration*, 62(1), 1–25.
19. Mutiarin, D., et al. (2020). Youth political participation in policy processes: War on Drugs and peacebuilding in Southeast Asia. *Journal of Government and Politics*, 12(1), 1–15.
20. Palomares, P. P., Cadutdut, D. E., Amod, A. F., & Tomaro, Q. P. V. (2021). Determining the motivations for political participation among elected youth leaders. *Jurnal Studi Pemerintahan*, 12(1), 35–61.
21. Parliamentary Centre. (2020). Parliamentary accountability and good governance: A parliamentarian's handbook. [https://parlcent.org/wp-content/uploads/2020/07/Parliamentary Accountability and Good Governance-Handbook-EN.pdf](https://parlcent.org/wp-content/uploads/2020/07/Parliamentary-Accountability-and-Good-Governance-Handbook-EN.pdf)
22. Principles of Democracy. (n.d.). Majority Rule, Minority Rights.
23. Ravanilla, N. (2015). Youth participation in local governance in the Philippines.
24. Republic of the Philippines. (2016). Republic Act No. 10742: Sangguniang Kabataan Reform Act of 2015.

25. Respicio & Co. (2025). Rules on LGU Sessions in the Philippines. <https://www.respicio.ph/commentaries/rules-on-lgu-sessions-in-the-philippines>
26. Robert's Rules of Order, (n.d.). <https://www.ulm.edu/staffsenate/documents/roberts-rules-of-order.pdf>
27. Ryan, R. M., & Deci, E. L. (2000). Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. *American Psychologist*, 55(1), 68–78.
28. Suarez, S., & Tuble, R. (2025). Assessing core, technical, and leadership competencies of Sangguniang Kabataan officials in Negros Occidental: Key determinants and implications of youth governance. *Journal of Interdisciplinary Perspectives*, 3(6), 382–390.
29. Supreme Court E-Library. (2023). Revised IRR of Republic Act No. 10742.
30. Teehankee, J. (2016). The Sangguniang Kabataan reform: Institutionalizing youth participation or elite capture? *Philippine Political Science Journal*, 37(2), 89105.
31. United Nations Development Programme (UNDP). (2010). *Youth participation in development: A guide for development practitioners*. New York: UNDP.