

ORIGINAL RESEARCH ARTICLE

Factors Influencing Academic Performance of Sangguniang Kabataan in District 2, Davao Oriental: A Multiple Regression Approach

Reginrex Pusta, Nikka A. Singh*

Faculty of Computing, Engineering and Technology, Davao Oriental State University, City of Mati, Davao Oriental 8200 Philippines,
ORCID: Reginrex Pusta: <https://orcid.org/0009-0002-6967-3281>, Nikka A. Singh: <https://orcid.org/0009-0003-3101-0404>

*Corresponding author: singh.nikka@dorsu.edu.ph

ABSTRACT

Youth leadership fosters civic engagement, yet its academic implications remain understudied. This study examines how the responsibilities of Sangguniang Kabataan (SK) officials in District 2, Davao Oriental influence their academic performance, focusing on behavioral factors (time management, study habits), academic support (class scheduling, lecturer-student interaction), and social support (family and peers), while comparing students' grades before and during SK service. A total of 203 SK officials, selected through stratified random sampling from a population of 970, completed a survey measuring academic performance using an ordinal GPA scale at two time points. Data were analyzed using Spearman's rho correlation, ordinal logistic regression, and the Wilcoxon Signed-Rank Test. Results indicated that time management was weakly but significantly associated with GPA ($p = -0.16$, $p = .02$), while among academic and social support factors, only class scheduling and academic calendars approached significance ($\beta = 0.31$, $p = .06$). Comparative analysis revealed a significant decline in academic performance during SK service, particularly among high-achieving students ($Z = -5.56$, $p < .001$). These findings suggest that youth civic engagement may impose academic strain when institutional support is limited. The study highlights the importance of flexible academic policies, blended learning opportunities, and structured support systems to enable student-leaders to maintain academic success while fulfilling their community responsibilities.

Keywords: *Institutional Flexibility, Leadership-Academics Trade-off, Role Strain, Student Resilience, Youth Governance*

Submitted: 30 Jun 2025
Revised: 07 Jul 2025
Accepted: 12 Sep 2025
Published: 31 Sep 2025



How to cite: Pusta, R., and Singh, N. A. (2025). Factors Influencing Academic Performance of Sangguniang Kabataan in District 2, Davao Oriental: A Multiple Regression Approach. *Davao Research Journal*, 16 (3), 98-105. <https://doi.org/10.59120/drj.v16i3.455>

INTRODUCTION

Although youth engagement is widely celebrated as a cornerstone of democratic participation, its hidden academic costs are rarely brought into focus. In the Philippines, this engagement is institutionalized through the Sangguniang Kabataan (SK), established under Republic Act 10742 to provide young people with a direct voice in local governance (National Youth Commission, 2017). Existing scholarship highlights the developmental benefits of civic involvement, such as enhanced political efficacy, leadership competencies, and social responsibility (Merza et al., 2022; Bernardo et al., 2022). Yet, the academic implications of balancing the dual responsibilities of student and public servant remain underexplored.

While leadership roles are often regarded as opportunities for growth, prior studies indicate that such responsibilities frequently compete with academic demands, resulting in time pressures, reduced study hours, and emotional strain (Collins et al., 2016; Bastida, 2023). Local evidence supports this tension: Cabansay, Ibarra, and Tordil (2016) found that study habits significantly shape student performance, while Dela Gente, Montejo, and Gonzales (2024) demonstrated that institutional services and student experiences strongly affect academic outcomes. Institutional barriers such as inflexible class schedules,

rigid academic calendars, and limited support services further compound these challenges (Datu and Bernardo, 2020; Maturan et al., 2024). Although coping mechanisms like effective time management and study habits may provide some resilience (Bueno, 2019), these alone may not fully mitigate the academic strain. Few studies, however, have modeled these dynamics quantitatively. Hassan (2025) emphasizes this gap, underscoring the absence of empirical approaches in evaluating the academic trade-offs of youth civic leadership. This study addresses that limitation by applying robust statistical analyses to assess both the correlates and comparative changes in student performance during SK service.

The study draws on role strain perspectives and academic persistence models, which explain how individuals managing dual responsibilities face competing cognitive, emotional, and time demands. These frameworks guide the study's conceptual model, which integrates behavioral factors (e.g., time management, study habits), academic support (e.g., lecturer-student interaction, class schedule), and social support (e.g., family and peer assistance) as predictors of academic performance.

Prior research highlights the importance of time management in sustaining academic outcomes among students balancing multiple commitments (Bueno, 2019). Institutional structures such as class schedules and academic calendars also play a significant

role in shaping educational outcomes, with inflexibility often cited as a key source of strain (Datu and Bernardo, 2020; Maturan et al., 2024). Social support networks, including family and peer assistance, have been linked to greater resilience, although they may not be sufficient to counterbalance institutional pressures (Bernardo et al., 2022; Merza et al., 2022). Studies also suggest that active community involvement, while beneficial for civic growth, can compromise academic performance when institutional support is lacking (Collins et al., 2016; Bastida, 2023). Hassan (2025) further underscores the need for empirical investigation, pointing out that most youth leadership studies highlight civic outcomes but neglect academic trade-offs.

By situating SK leadership within these theoretical frameworks and applying quantitative methods such as correlation, regression, and within-subject testing, this study contributes new empirical insights into the academic consequences of youth civic engagement. It seeks to inform institutional policy by highlighting the need for flexible academic arrangements and targeted support, ensuring that student-leaders can pursue their civic commitments without compromising academic success.

MATERIALS AND METHODS

Data collection procedure

This study employed a quantitative, cross-sectional research design to examine how behavioral, academic, and social support factors influence the academic performance of student-leaders serving in the Sangguniang Kabataan (SK) across District 2 of Davao Oriental. This design was selected to provide a snapshot of the academic conditions experienced by SK officials while allowing for statistical analysis of relationships between variables at a single point in time.

The study targeted approximately 970 active SK officials, aged 18 to 30, who were simultaneously enrolled in higher education institutions while fulfilling their civic responsibilities. A stratified random sampling technique was used to ensure proportional representation from each municipality. Each municipality served as a stratum, and SK officials were selected based on their relative distribution in the SK federation database. Considerations such as school affiliation and academic year level were also included to account for institutional and curricular diversity.

To determine the required number of respondents, Slovin's formula was applied using a 95% confidence level and a 5% margin of error, yielding a target sample size of 275. However, due to logistical constraints such as unstable internet connectivity in remote areas and voluntary non-participation, the final number of valid responses totaled 203, resulting in a response rate of approximately 73.8%. According to Bujang et al. (2018), response rates above 70% are considered statistically acceptable and sufficient for detecting moderate effects in social science research, particularly when using non-parametric techniques.

Data were collected through a structured, self-administered questionnaire developed to capture the multidimensional factors outlined in the study's conceptual framework. The instrument consisted of four primary sections:

1. Demographic Profile
2. Individual Behavioral Factors (e.g., time management, study habits, health status)
3. Academic Support (e.g., class schedule, lecturer-student interaction)
4. Social Support (e.g., peer and family support)

To accommodate varying levels of internet access, I employed a hybrid data collection strategy. For participants in areas with stable connectivity, the questionnaire was distributed online via

Google Forms. For those in rural or underserved municipalities, I personally distributed printed copies and conducted in-person follow-up to maximize participation. This mixed-mode strategy ensured inclusivity and helped overcome technological limitations in certain communities.

The instrument was adapted from an existing validated tool created by Bueno (2019) and reviewed by academic experts in education and psychology to ensure alignment with the research objectives. A pilot test was conducted with 50 SK officials who were not included in the final sample. The pilot study confirmed the clarity and structure of the questionnaire and yielded a Cronbach's alpha ≥ 0.70 for most subscales, indicating acceptable reliability.

This carefully designed and independently executed data collection procedure ensured high data quality and contextual sensitivity. By combining methodological rigor with field adaptability, the study gathered a robust dataset capable of supporting meaningful statistical analysis and interpretation of the academic experiences of SK leaders across Davao Oriental.

Grading metric

Academic performance, as the primary outcome variable of the study, was measured using a standard ordinal grade point average (GPA) encoding system consistent with the prevailing academic evaluation practices in Philippine higher education institutions. This GPA system uses lower numerical values to signify superior academic achievement, with performance categories ranging from 1.00 (Outstanding) to 5.00 (Failed Grade) depending on institutional conventions. For the purpose of statistical standardization and interpretation, the study operationalized the GPA on a simplified ordinal scale ranging from 1 (Outstanding) to 9 (Failing Grade), with clearly defined qualitative descriptors for each rank (e.g., Excellent, Very Satisfactory, Satisfactory, etc.).

Respondents were asked to self-report their academic performance at two distinct time points:

1. Before their official tenure as SK officials, representing their baseline academic condition.
2. During their active service as SK officials, reflecting any shifts attributable to the added responsibilities of civic leadership.

This two-point data collection design enabled the researchers to perform within-subject comparative analysis, particularly through the Wilcoxon Signed-Rank Test, to assess whether the assumption of academic stability or decline held empirical validity.

The use of self-reported GPA was justified on the basis of prior validation in studies involving student populations with similarly structured educational systems (e.g., Bernardo et al., 2022). Furthermore, the ordinal nature of the GPA scale supported the use of non-parametric statistical techniques, such as ordinal logistic regression and rank-based correlations, ensuring methodological alignment throughout the analysis.

Although self-reported academic data are inherently subject to recall and social desirability biases, multiple steps were taken to minimize error. Participants were instructed to refer directly to their institutional transcripts or academic portals when completing the GPA section, and confidentiality assurances were emphasized to reduce the incentive for over- or underreporting.

By encoding academic performance through this dual-time, ordinal GPA metric, the study was able to construct a nuanced, statistically tractable profile of how civic engagement via SK leadership intersected with academic outcomes under real-world conditions.

Statistical analysis

Prior to analysis, responses were cleaned and encoded to ensure consistency and data integrity. Descriptive statistics, including frequencies and percentages, were used to summarize demographic variables and baseline characteristics.

To assess the relationship between individual behavior (e.g., time management, study habits) and academic performance, Spearman’s rho correlation was employed. This non-parametric test was selected due to the ordinal nature of the GPA variable and the non-normal distribution of data. It allowed the researchers to explore monotonic associations without requiring linearity assumptions.

The predictive power of academic and social support factors (such as class scheduling, lecturer-student interaction, peer/family support) was tested using ordinal logistic regression. The dependent variable—academic performance during SK service—was measured using an ordered GPA scale. The model was verified for compliance with the proportional odds assumption, ensuring its statistical validity.

To determine whether students experienced significant academic changes during their SK tenure, a Wilcoxon signed-rank test was conducted. This paired, non-parametric test was appropriate for ordinal within-subject comparisons of GPA scores before and during SK leadership. It provided strong statistical evidence regarding academic shifts associated with civic service. All of the analyses were done using IBM SPSS Statistics version 27 (IBM Corporation, Armonk, New York, USA).

Together, these methods provided a rigorous analytical framework that aligned with the study’s theoretical foundation. The combination of correlation, regression, and within-subject testing allowed for both associative and predictive insight into the complex dynamics of youth leadership and academic performance.

Ethical considerations

Ethical considerations were central to maintaining the integrity of the research and safeguarding the rights of the participants. Prior to data collection, informed consent was secured from all participants, ensuring they were fully aware of the study’s purpose, their involvement, and their right to withdraw at any point without any consequences. Throughout the study, participants’ anonymity and confidentiality were rigorously protected, with all data presented in aggregate form to avoid revealing individual identities. Furthermore, the research complied with the ethical standards established by the appropriate institutional review boards, guaranteeing that all procedures were carried out with respect and transparency. By upholding these ethical principles, the researcher strives to create a trustworthy and respectful environment that promotes honest responses and accurately represents the experiences of Sangguniang Kabataan officials.

Conceptual framework



Figure 1. Comparative analysis of Sangguniang Kabataan officials’ academic performance before and during their term of service.

Figure 1 illustrates the comparative analysis of SK officials’ academic performance before and during their term of service. A significant decline in GPA is observed during their SK tenure, as supported by the Wilcoxon Signed-Rank Test. This suggests that assuming civic duties while studying may negatively impact academic performance, particularly among high-achieving students.

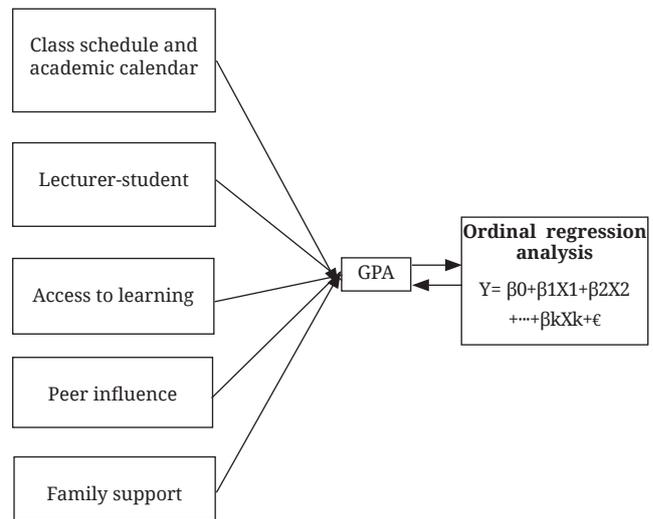


Figure 2. Conceptual framework in assessing academic performance of factors influencing the academic performance of Sangguniang Kabataan in District 2 of Davao Oriental using Multiple Regression Analysis.

Figure 2 presents the hypothesized relationships between individual behavioral factors, academic support, and social support as independent variables, and academic performance as the dependent variable. Grounded in role strain theory and academic persistence models, the framework proposes that these factors jointly influence academic outcomes. The model is tested using multiple regression analysis to determine predictive strength and significance.

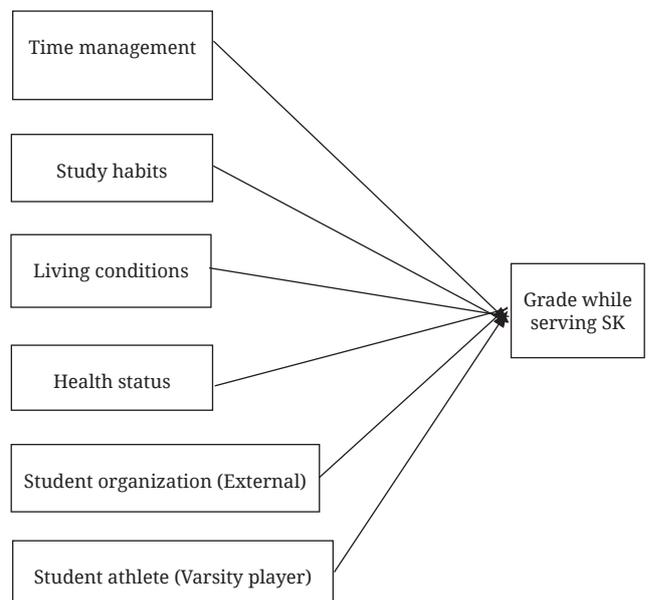


Figure 3. Spearman’s rho Correlation of 6 factors of individual behavior factors in assessing academic performance of factors influencing the academic performance of Sangguniang Kabataan in District 2 of Davao Oriental.

Figure 3 shows the strength and direction of association between six individual behavioral variables—time management, study habits, physical well-being, mental well-being, extracurricular involvement, and student leadership experience—and academic performance. Spearman’s rho correlation indicates that time management has a statistically significant positive relationship with GPA, while other factors show weaker or non-significant associations.

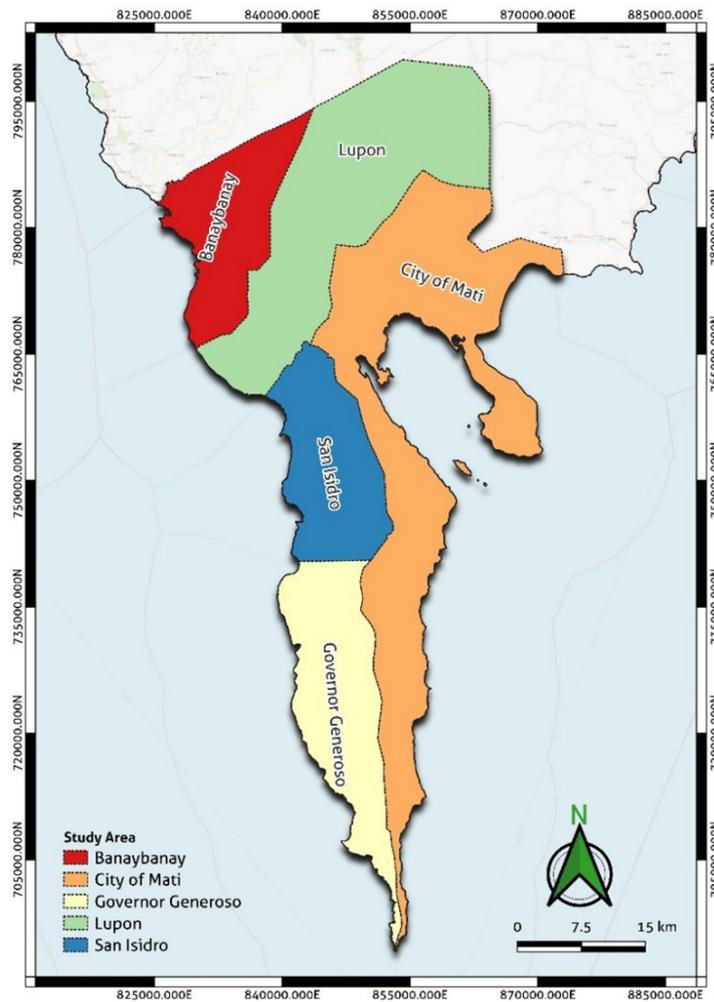


Figure 4. Map of the study area.

The study was conducted across five municipalities in District 2 of Davao Oriental, each highlighted with distinct colors in the map above: Banaybanay (red), Lupon (green), Mati City (orange), San Isidro (blue), and Governor Generoso (yellow). These areas collectively represent a combination of urban and rural contexts. Mati City, the provincial capital, is the most urbanized and hosts several higher education institutions, while municipalities such as

Governor Generoso and San Isidro are more rural, with limited access to educational infrastructure and support services. This geographical and socio-educational diversity provided a rich and representative context for investigating how location-based factors may influence the academic performance of Sangguniang Kabataan officials balancing both civic and academic responsibilities.

RESULTS

Demographic profile of respondents

Table 1. Demographic profile of respondents interviewed.

		Frequency (N)	Percentage (%)
Age	(18 – 20 Years Old)	44	21.7
	(21 – 23 Years Old)	139	68.5
	(24 – 28 Years Old)	21	10.3
	(27 – 30 Years Old)	0	0
Gender	Male	88	43.3
	Female	110	54.2
Year level	Prefer Not to Say	6	3.0
	1st Year	21	10.5
	2nd Year	35	17.5
	3rd Year	63	31.5
	4th Year	88	42.5
Family income	Less than ₱5,000 (US\$86.60)	92	45.3
	₱5,001-₱10,000 (US\$87.62) – US\$175.20)	65	32.0
	₱10,001-₱20,000 (US\$175.22– US\$350.40)	31	15.3
	More than ₱20,001 (US\$350.41)	18	8.9

The study surveyed a total of 203 SK officials enrolled in various colleges and universities within District 2 of Davao Oriental. The demographic characteristics of respondents included age, gender, academic year level, and monthly family income. The majority of participants were between the ages of 21 and 23, comprising 68.5% of the total sample. This was followed by 21.7% aged 18 to 20 and 10.3% aged 24 to 28, while none reported being in the 27 to 30 age range.

In terms of gender, female respondents slightly outnumbered males, with females making up 54.2% and males accounting for 43.3%. A small percentage, 3.0%, preferred not to disclose their gender identity. When categorized by academic year level, the largest group was in their fourth year (42.5%), followed by

third-year students (31.5%), second-year (17.5%), and first-year students (10.5%). This distribution suggests that the majority of SK leaders are in the more senior years of their undergraduate education.

Socioeconomic background was assessed using self-reported monthly family income. Nearly half of the respondents, or 45.3%, came from households earning less than ₱5,000 (US \$86.60) per month. An additional 32.0% fell into the ₱5,001 to ₱10,000 (US \$87.62) – US \$175.20) income range, while 15.3% reported family incomes between ₱10,001 and ₱20,000 (US \$175.22– US \$350.40). Only 8.9% had a family income exceeding ₱20,001 (US \$350.41) per month. These figures highlight that a substantial portion of SK officials come from economically disadvantaged households.

Individual behavioral factors and academic performances

Table 2. Spearman’s rho table results of individual factors as independent and grades while serving in Sangguniang Kabataan (SK) as the dependent variable.

Independent variable	Correlation coefficient (ρ)	Sig. (2-tailed)	Interpretation
Time management	-0.16	0.02	Significant weak negative correlation
Study habits	-0.11	0.11	Very weak negative correlation; not significant
Health Status	-0.06	0.37	Negligible correlation; not significant
Living conditions	-0.07	0.30	Negligible correlation; not significant
Student organization leadership	0.01	0.87	Very weak positive correlation; not significant
Student athlete (varsity)	-0.06	0.40	Negligible negative correlation; not significant

To determine the association between individual behavioral traits and academic performance during SK leadership service, Spearman’s rho correlation analysis was conducted. The variables assessed included time management, study habits, health status, living conditions, involvement in student organizations, and participation as a varsity athlete (Table 2).

Among these variables, only time management showed a statistically significant relationship with GPA. The correlation coefficient for time management was -0.16, with a significance level of $p = .02$, indicating a weak but meaningful negative correlation. This result implies that students with better time management skills were more likely to maintain higher academic performance during their term as SK officials.

Other variables yielded non-significant results. The correlation between study habits and GPA was -0.11 ($p = .11$), suggesting a very weak and statistically insignificant relationship. Health status also showed a negligible correlation with GPA, recorded at -0.063 with a p -value of .37. Similarly, living conditions were not significantly associated with GPA, with a correlation coefficient of -0.07 and $p = .30$. Participation in student organizations had an almost neutral correlation ($\rho = 0.01$, $p = .87$), while involvement in varsity athletics also showed no meaningful correlation ($\rho = -0.06$, $p = .40$). These results are graphically represented in Figure 3, which illustrates the relative strength and significance of each behavioral factor in relation to academic performance.

Academic and Social support factors

Table 3. Parameter estimates results of ordinal regression analysis for academic support and social support factors as independent variables and grades while serving as dependent variable.

Independent variable	Estimate	Std. error	Sig.	Interpretation
Class schedule and academic calendar	.31	.16	.06	Positive association; borderline significant
Lecturer-student interaction	-.10	.21	.65	Not significant; weak inverse relationship
Access to learning resources	-.25	.21	.23	Not significant; weak inverse relationship
Learning environment	.03	.19	.88	Not significant; negligible effect
Family support	.13	.19	.51	Not significant; weak positive association
Peer influence	.01	.23	.95	Not significant; negligible effect

Ordinal logistic regression was employed to assess the influence of academic and social support variables on students’ academic performance while serving in SK leadership roles. The regression model included variables such as class schedule and academic calendar, lecturer-student interaction, access to learning resources, quality of the learning environment, family support, and peer influence (Table 3).

Among the independent variables tested, only the class schedule and academic calendar emerged as a borderline statistically significant predictor of GPA. It produced a positive estimate of 0.31 and a p -value of .06. Although this does not meet the conventional threshold of $p < .05$, it suggests a potential

influence that warrants further attention.

The remaining academic support variables did not show significant relationships with GPA. Lecturer-student interaction yielded an estimate of -0.10 with a p -value of .65, indicating no predictive value. Access to learning resources was also non-significant, with an estimate of -0.25 and $p = .23$. The learning environment variable was even less impactful, recording an estimate of 0.03 and a p -value of .88. Likewise, the social support factors examined in the model—family support and peer influence—showed no statistically significant effects, with p -values of .51 and .95, respectively.

These results imply that logistical accommodations such as academic scheduling may have more tangible effects on student performance than emotional or interpersonal support mechanisms, at least within the context of civic-academic role

strain. The relationship patterns are reflected in the conceptual framework shown in Figure 2, which maps the theoretical interactions among the constructs.

Comparative GPA analysis

Table 4. Comparison of grades before and while serving in Sangguniang Kabataan (SK).

Descriptive	Grades before serving SK		Grades while serving SK		
	N (203)	Percentage (%)	N (203)	Percentage (%)	Change (%)
Outstanding	2	1.0	2	1.0	0
Excellent	18	8.9	15	7.4	- 1.5
Very satisfactory	48	23.6	31	15.3	- 8.3
Satisfactory	54	26.6	47	23.2	- 3.4
Above average	44	21.7	50	24.6	+ 2.9
Average	23	11.3	27	13.3	+ 2.0
Below average	8	3.9	18	8.9	+ 5.0
Passing grade	6	3.0	13	6.4	+ 3.4

To evaluate whether serving as an SK official had an impact on academic performance, respondents were asked to self-report their GPA before and during their leadership term. Their responses were categorized according to a standardized ordinal scale, ranging from “Outstanding” to “Failed Grade.” The results are presented in Table 4.

Table 4 presents the distribution of grades of SK officials before and while serving in office. Out of 203 respondents, a noticeable shift in academic performance is observed, particularly among those in higher grade categories. Before assuming office, 23.6% of students were in the Very Satisfactory category, which declined to 15.3% during their term—a decrease of 8.3% points. Similarly, students in the Satisfactory and Excellent categories also declined by 3.4% and 1.5%, respectively.

In contrast, an upward trend is observed in the lower-performing categories. The Below Average category increased from 3.9% to 8.9%, showing a 5.0% increase. Likewise, the Passing Grade category rose from 3.0% to 6.4%, indicating a 3.4% increase. These increases suggest that a portion of students who previously performed moderately well had shifted into lower academic brackets during their service.

It is worth noting that the percentage of Outstanding students remained unchanged at 1.0%, which implies that the very top-performing students were either unaffected or able to maintain their academic standing despite their civic responsibilities. However, the general trend shows a decline in higher academic performance and a rise in lower-grade categories, reflecting a downward shift in academic achievement during the period of SK service.

Table 5. Comparison of students’ academic performance before and during their tenure as Sangguniang Kabataan (SK).

		N	Mean rank	Sum of ranks
Grades while serving	Negative ranks	25 ^a	54.24	1356.00
Grades before serving	Positive ranks	88 ^b	57.78	5085.00
	Ties	90 ^c		
	Total	203		

Table 5 presents the comparative distribution of students’ academic performance before and during their tenure as Sangguniang Kabataan (SK) officials. Out of a total of 203 participants, 44.3% (90 students) had better academic performance prior to assuming their SK responsibilities compared to their grades during service, as reflected in the positive ranks. In contrast, only 12.3% (25 students) demonstrated improved academic performance while serving, categorized under negative ranks. Meanwhile, 43.4% (88 students) showed no change in their academic standing, indicating that nearly half of the respondents were able to maintain their grades despite the added demands of public service.

It is important to note that the grading scale used in this study is inverse in nature, with lower numeric values indicating better academic performance (e.g., 1 = Outstanding, 9 = Failed Grade). Therefore, the higher proportion of students with increased numeric grade values during their SK service reflects a general decline in academic achievement. These results suggest that participation in civic duties, while commendable in terms of leadership development and public engagement, may come at a cost to academic performance. The data implies that many students encountered difficulties in balancing their academic responsibilities with their obligations as youth leaders, resulting in lower grades during the period of service.

DISCUSSION

The demographic profile underscores the unique challenges faced by SK leaders in balancing civic duties with academics, particularly among upper-year students who encounter intensified academic workloads. This aligns with role strain theory (Goode, 1960), which posits that overlapping responsibilities create performance conflicts without sufficient support systems. Similar findings have been observed internationally: student leaders in PR organizations experience comparable tensions between leadership and academics (Sasere and Matashu, 2025).

Behavioral predictors revealed that time management had a modest but significant effect on academic performance, corroborating findings from the Philippines (Bueno, 2019) and echoed by Korean research showing time management is central to balancing leadership demands (Lee and Kim, 2023). However, study habits and health status had minimal influence, suggesting that the demands of SK leadership transcend individual coping skills, paralleling evidence from student-athletes in the U.S. (Anderson and Torres, 2022).

Institutional factors, particularly class scheduling and academic calendars, showed borderline significance, reinforcing the importance of structural flexibility. This finding resonates

with both local research (Datu and Bernardo, 2020; Maturan et al., 2024) and global perspectives, where institutional support proved critical for student leaders' persistence (Okeke and Mthembu, 2021; Al-Kandari and Al-Qattan, 2019). Locally, Dela Gente, Montejo, and Gonzales (2024) also demonstrated that institutional services and student experiences are strongly associated with student performance, confirming that systemic support is indispensable. Similarly, studies on rural and Indigenous students emphasize that flexible, community-oriented structures improve academic outcomes (Chenoweth et al., 2025).

The decline in GPA during SK service is consistent with findings on student burnout and leadership fatigue in multiple contexts. For instance, residential advisors in the U.S. experience role strain leading to academic compromise (Berg and Brown, 2018), while Christian university student leaders report burnout moderated by achievement and spiritual resilience (Gibson et al., 2025). Comparable patterns have also been documented among government school leaders in Australia (Rahimi et al., 2025). Locally, Bastida (2023) and Bernardo et al. (2022) similarly highlighted that leadership engagement without institutional safeguards leads to academic trade-offs. This is further echoed by Rabuya (2024), who found that motivational climate strongly influences the academic achievement of student-athletes, suggesting that the absence of supportive environments exacerbates the academic challenges faced by SK officials.

Furthermore, socioeconomic vulnerability intensifies the strain, as noted by Hassan (2025), who observed that youth from disadvantaged backgrounds are disproportionately affected in balancing civic involvement and education. This complements Merza et al. (2022), who highlighted that Filipino youth leaders contribute significantly to civic life but risk academic decline without adequate support. It is worth noting that while socioeconomic vulnerability was highlighted by Hassan (2025) and Merza et al. (2022) as a major factor in student-leader strain, this study did not directly include socioeconomic predictors in the regression analysis. This limitation may underestimate the compounding effects of financial pressures on academic outcomes and should be addressed in future research.

Collectively, these results confirm that youth leadership roles, while valuable for civic and professional development, exert measurable costs on academic performance. Integrating institutional flexibility, mentorship, and socioeconomic support emerges as critical to ensuring that student-leaders succeed academically while fulfilling their civic mandates.

CONCLUSION

This study examined how student leadership through the Sangguniang Kabataan (SK) affects academic performance in District 2, Davao Oriental. Among the factors analyzed, only time management showed a significant, albeit weak, correlation with academic outcomes. Institutional variables such as class schedule flexibility were borderline significant, indicating that academic structures can help mitigate the strain of balancing civic and academic responsibilities. Comparisons of GPA before and during SK service revealed a significant decline in academic performance, particularly among high-achieving students, highlighting the cognitive and emotional burden faced by student-leaders. Although family and peer support were moderate, these informal systems were insufficient to prevent academic decline. These findings underscore the importance of institutional interventions, such as flexible deadlines, blended learning, and excused absences for civic duties, to ensure that leadership responsibilities do not compromise academic progress. Collaboration between universities and local youth development offices is critical to provide structured support for student-leaders. While youth leadership

remains essential for civic development, it must be paired with institutional responsiveness to safeguard educational outcomes. Future research should consider longitudinal tracking and qualitative interviews to further explore how students navigate the dual demands of academic and leadership roles, providing insights for policy and program development that balance civic engagement with academic success.

This study highlighted that SK officials experience significant academic strain while fulfilling their civic roles. The findings emphasize the need for supportive policies and interventions to ensure that student-leaders can thrive both in their studies and in their leadership responsibilities. Based on these results, the following recommendations are proposed:

- **Institutional Flexibility:** Implement excused absences, adjusted deadlines, and flexible class schedules for student-leaders engaged in SK duties.
- **Blended and Asynchronous Learning:** Provide flexible learning modalities to accommodate unpredictable schedules.
- **Mentorship and Advising Programs:** Offer personalized academic guidance tailored to student-leaders' unique challenges.
- **Collaboration with Government Agencies:** Coordinate between schools and LGUs to prevent academic calendars and SK responsibilities from overlapping.
- **Socioeconomic Support:** Consider stipends, allowances, or scholarships for low-income SK officials to ease financial strain.
- **Mental Health Resources:** Strengthen counseling and stress-management services for student-leaders experiencing role strain.
- **Future Research:** Integrate socioeconomic predictors and use longitudinal designs to better capture the long-term effects of civic engagement on academic outcomes.

ACKNOWLEDGMENT

The author sincerely extended a gratitude to the Office of Student Affairs and Services (ODSAS), Provincial Sports and Youth Development Office, and SK Federation officials of Banaybanay and Mati City for their cooperation and assistance in facilitating data collection.

FUNDING SOURCE

The study was self-funded.

AUTHOR CONTRIBUTIONS

Reginrex Pusta conducted the conceptualization, data collection, analysis, and manuscript writing. Nikka A. Singh served as the research adviser, and conducted other data analysis and reviewed the final manuscript.

DECLARATION

Informed consent statement

Strict ethical protocols were followed throughout the study. Participants gave informed consent and were assured that their responses would be treated with confidentiality and anonymity. To improve the accuracy of GPA reporting, respondents were encouraged to reference their official transcripts or institutional academic portals while answering the academic performance section.

Conflict of interest

The authors declare that there are no conflicts of interest related to the execution, authorship, or publication of this undergraduate thesis. The research was conducted in an academic

setting without any pressure from political, institutional, or commercial parties. No data, analysis, or interpretation was shaped by external expectations or affiliations. The adviser provided academic mentorship consistent with standard university guidance policies, and all decisions related to research design, instrument development, statistical processing, and interpretation were made independently by the primary author. Ethical research conduct and neutrality were observed at every stage of the study.

AI Disclosure

The authors declare that no Artificial Intelligence (AI) or AI-assisted technologies were used in the preparation of this manuscript.

REFERENCES

- Al-Kandari, A., and Al-Qattan, M. (2019). Student engagement, leadership roles, and academic performance in Middle Eastern universities. *International Journal of Educational Development*, 66, 73–82. <https://doi.org/10.1016/j.ijedudev.2019.02.005>
- Anderson, J., and Torres, C. (2022). Role conflict and academic persistence among student-athletes: Implications for leadership. *Journal of College Student Retention: Research, Theory and Practice*, 24(2), 287–305. <https://doi.org/10.1177/1521025120987654>
- Bastida, E. L. Jr. (2023). Relations between community engagement levels and citizenship competence among tertiary-level students at a public institution of higher education. *ASEAN Journal of Community Engagement*, 7(1), 3–25. <https://doi.org/10.7454/ajce.v7i1.1218>
- Berg, M., and Brown, A. (2018). Balancing leadership and academics: Role strain among residential advisors. *Journal of Student Affairs Research and Practice*, 55(4), 423–438. <https://doi.org/10.1080/19496591.2018.1474759>
- Bernardo, A. B. I., Cordel, M. O., and Ricardo, J. G. E. (2022). The 21st-century competencies of Filipino students: Using machine learning to explore structure of competencies in Southeast Asia. *Education Sciences*, 12(8), 547. <https://doi.org/10.3390/educsci12080547>
- Bueno, D. C. (2019). Twenty-first century instructional leadership skills vis-à-vis school culture in the Division of Zambales, Philippines. *Asia Pacific Conference on Multidisciplinary Research in Higher Education (ACMRHE)*.
- Bujang, M. A., Sa'at, N., Sidik, T. M. I. T. A. B., and Joo, L. C. (2018). Sample size guidelines for logistic regression from observational studies with large population: Emphasis on the accuracy between statistics and parameters based on real life clinical data. *Malaysian Journal of Medical Sciences*, 25(4), 122–130. <https://doi.org/10.21315/mjms2018.25.4.12>
- Cabansay, P. L. M., Ibarra, R. S., and Tordil, E. J. C. (2016). Study Habits of Criminology Students and their Academic Performance in Davao Oriental State College of Science and Technology. *Davao Research Journal*, 11(2), 58-70. <https://doi.org/10.59120/drj.v11i2.451>
- Chenoweth, E., Cotter, P., Straley, J., et al. (2025). Community-Based, Culturally Relevant STEM: Engaging Rural and Indigenous Students Through Partnerships, Institutional Flexibility, and One Health. *Innovative Higher Education*. <https://doi.org/10.1007/s10755-025-09819-8>
- Collins, J. D., Stephens, C. M., and Rosch, D. M. (2016). Lessons that last: LeaderShape-related gains in student leadership capacity over time. *Journal of Leadership Education*, 15(1), 85–97. <https://doi.org/10.12806/V15/I1/R4>
- Datu, J. A. D., and Bernardo, A. B. I. (2020). Interpersonal character strengths are linked to increased life satisfaction and academic success among Filipino high school students. *Social Psychological and Personality Science*, 11(6), 739–747. <https://doi.org/10.1177/1948550620906294>
- Dela Gente, J. M., Montejo, D. C., and Gonzales, L. J. P. (2024). Examining university performance and services through discriminant analysis across faculties and college affiliations: A comprehensive mapping of the student experience. *Davao Research Journal*, 15(1), 51-67. <https://doi.org/10.59120/drj.v15i1.157>
- Gibson, D., Murch, H., Volk, F., and Sabo, M. (2025). Student leader burnout at Christian universities: The protective roles of achievement and awareness of God. *Christian Higher Education*, 24(3), 201–215. <https://doi.org/10.1080/15363759.2024.2444206>
- Goode, W. J. (1960). A theory of role strain. *American Sociological Review*, 25(4), 483–496. <https://doi.org/10.2307/2092933>
- Hassan, T. (2025). Inspiring American youth: A framework for motivation and personal growth through international volunteerism. SSRN. <https://doi.org/10.2139/ssrn.5317051>
- Iverson, N., Rios, C. R., Camargo, K. M., Mares Bermudez, R. M., and Jiménez, G. L. (2025). A pedagogy of empowerment: Adapting strategies to enhance retention at Hispanic-Serving Institutions. *International Perspectives in Psychology: Research, Practice, Consultation*. Advance online publication. <https://doi.org/10.1027/2157-3891/a000134>
- Lee, M., and Kim, H. (2023). Time management, stress, and academic outcomes of student leaders in South Korea. *Asia Pacific Education Review*, 24(3), 451–467. <https://doi.org/10.1007/s12564-023-09876-5>
- Maturan, J. C., Comandante, M. P., and Jabines, N. J. (2024). Assessing student satisfaction with student leaders' performance. *Journal of Educational Research and Practice*, 4(1), 55–67. <https://doi.org/10.70376/jerp.v2i3.204>
- Merza, C. A., Baga, P. C. N., Bautista, P. S., Bulatao, A. R. Y., and Pangngay, J. J. (2022). Pakikipagkapwa: Pathways in Developing Civic Engagement among Student Leaders. *Philippine Social Science Journal*, 5(2), 61-72. <https://doi.org/10.52006/main.v5i2.487>
- National Youth Commission. (2017). Implementing Rules and Regulations of the Sangguniang Kabataan Reform Act (RA 10742). <https://nyc.gov.ph/ra10742>
- Okeke, C., and Mthembu, Z. (2021). Institutional support and leadership development among South African university students. *Studies in Higher Education*, 46(12), 2380–2395. <https://doi.org/10.1080/03075079.2020.1712692>
- Rabuya, R. L. (2024). Motivational climate and academic achievement of student athletes: Basis for development program. *Davao Research Journal*, 15(3), 90-99. <https://doi.org/10.59120/drj.v15i3.249>
- Rahimi, M., Arnold, B., and Horwood, M. (2025). Health and well-being of government school leaders across urban and rural regions in Australia: Evidence from 2011 to 2020. In *Leadership in Rural and Remote Education* (pp. 213–234). *Edward Elgar Publishing*. <https://doi.org/10.4337/9781035307722.00019>
- Sasere, O. B., and Matashu, M. (2025). The direct and cascading impacts of school leaders' emotional intelligence on teachers and students: A systematic review. *Education Sciences*, 15(9), 1168. <https://doi.org/10.3390/educsci15091168>

© Pusta and Singh (2025). **Open Access**. This article published by Davao Research Journal (DRJ) is licensed under a Creative Commons Attribution-NonCommercial 4.0 International (CC BY-NC 4.0). You are free to share (copy and redistribute the material in any medium or format) and adapt (remix, transform, and build upon the material). Under the following terms, you must give appropriate credit, provide a link to the license, and indicate if changes were made. You may do so in any reasonable manner, but not in any way that suggests the licensor endorses you or your use. You may not use the material for commercial purposes. To view a copy of this license, visit: <https://creativecommons.org/licenses/by-nc/4.0/>

Print-ISSN 2244-4432 Online-ISSN 2984-7125