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Table of Contents:

Index Of Authors:

Building Student Confidence in English as a Second Language and Communication in a Women's Leadership Program

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ABSTRACT

This paper describes educational effects on women's empowerment in a leadership development program at a traditional women's university in Tokyo. The program is conducted entirely in English. Not all students are English majors, but the program is English-only in order to promote students' empowerment as global leaders and to improve their confidence in using English. Fifteen students participated in the workshop, which was aimed at building effective teamworking and knowledge about diverse perspectives. The participants were required to use only English in discussion, role-play and team presentations. After the workshop, they were asked to fill out a questionnaire, which 14 students did. The questionnaire measured their confidence in communicating with people with different backgrounds and values, building an effective team as a leader, and speaking in English.

The results of the survey revealed that all of the students gained confidence in communicating with other people, but only about half (n=8) gained confidence in using English. Meanwhile, the other half (n=6) thought that using only English in the workshop did not affect their confidence in using English; some even lost confidence. This study suggests possible alternatives to avoid such pitfalls and possible methods to overcome challenges as non-native speakers of English.

KEYWORDS: Women's leadership, Japanese students, Education, English as a lingua franca, confidence

1   INTRODUCTION

It has long been controversial how global leaders use English as lingua franca (Seidlhofer, 2009) and how non-native English leaders could break this language barrier. The number of English users in the world has been increasing year by year; most of them are not native speakers of English. But many people still believe the goal of acquiring the language is to become as proficient as a native speaker, which is generally unnecessary for most types of communication in business and daily life. The use of English is getting more attention in Japan as well as in many other countries. It may be more problematic to implement a project or to communicate with others in Japan because of its shame culture (Benedict, 1946), in which people traditionally care a great deal about what other people think about them. In particular, a leader tends to do their best to be seen as perfect and strong, and as a result Japanese people tend to assume a good leader is also a good speaker. Additionally, the Confucian hierarchy (Gates, 2016) that has shaped Japanese society means that top executives are revered as masters of their profession. Therefore, many Japanese leaders feel a great deal of pressure to speak English proficiently, even fluently, so as to be role models to their subordinates.

Due to the recent women's movement and advancement in Japan in higher education, English use by Japanese female leaders is no exception and is now considered essential. According to the Global Gender Gap Report in 2018 (World Economic Forum, 2018), a criterion illustrating the gap between male and female in terms of economic participation, education attainment, health, and political empowerment, Japan ranked very low, 110 among 149 countries, due to the low economic and political participation of women in Japan. Usui, Rose, and Kageyama (2003) argue that even higher educational institutions for women were primarily concerned with training women to be good wives at the beginning of the 20th century, and parents and educators worried that more advanced studies would hinder women's marriage prospects. Before World War II, women's higher education was only for elite families as part of their preparation for marriage to another good family. Also, female entrepreneurship had shown little progress in the last 25 years (Bobrowska & Conrad, 2017). Now, the gap report is a significant reason why people in Japan are now starting to take it more seriously, and recently there has been recent attention in Japan and government awareness of women's empowerment. However, the number of women in Japan who have participated in society and politics is still very small. Thus, at a higher-education level, women's universities are placing more emphasis on women's empowerment and leadership. English communication skills are considered essential for students and global advancement.

Contrary to the positive attention, most students in Japan continue to have critical problems with their English communication skills; they are not confident in their proficiency and do not feel comfortable using English even at a more basic level. This feeling is also true in multinational culture: for non-native speakers of any language, it is a great fear to be judged as less intelligent or skilled because of their lack of proficiency even though they are competent in the language (Tenzer & Pudelko, 2015). However, it is important to note that knowing another language is beneficial for leaders (McGregor, 2012). A research study by Krizman, Marian, Shook, Skoe, & Kraus (2012) shows that bilinguals have advantages in cognitive function, such as attention and working memory, that improve their decision-making and problem-solving skills. It is also a well-known fact that learning another language allows one to understand the other culture (Wierzbicka, 1992), and such understanding is essential in not only multicultural teamwork but any team, considering individual differences.

Therefore, for Japanese female leaders aiming at being a successful global leader, it is crucial to use English, and learning another language is beneficial for them not only to

communicate with colleagues but also to become a more effective leader in decision-making and problem-solving.

This paper describes a case study aiming to show women's empowerment in a workshop class held in a selective leadership development program at a traditional women's university in Japan, and illustrate the effect of education on understanding diversity and on using English as a lingua franca.

2   METHOD

The workshop for the students lasted two full days and was organized for students in the leadership program at a women's university in Tokyo. The class was conducted in English. The aim was to acquire skills in self-knowledge, building rapport, valuing diversity, co-creating results with team members from various cultural and religious backgrounds, and managing a variety of communication strategies to work with others and to achieve a successful outcome in a team. Students analyzed their own communication style and sought understand others' to acquire new strategies for building successful relationships with others. Students practiced general communication within a team, to identify personal strengths and areas to develop their communication style, to learn speedreading others to build rapport, and practice goal-setting with team members. Fifteen students participated in the workshop. Only two were English literature majors; the others were studying education, psychology, and global studies. All the students were in their second year of university, and their average age was 20. The participants were required to use English in discussion, role-play in teamworking and problem-solving, and a team presentation during the workshop to improve their English skill as a global leader.

After the workshop, they were asked to fill out a questionnaire. 14 out of 15 did so. The questionnaire was online, and the students were able to respond when they wanted to. The questionnaire was a survey about their confidence in communicating with people from various backgrounds and with different values, about building an effective team as a leader, and about using English. The questions were in Japanese, and the students were allowed to use either Japanese or English so that they felt secure and comfortable answering all the questions and were able to express themselves accurately. They were informed that the results of the questionnaire would not affect their grade in the program or any schoolwork before answering the questionnaire. The questions were as follows:

1. After the workshop, do you have more confidence in working in a team?
2. After the workshop, do you have more confidence in working with people with different values or ways of thinking?
3. After the workshop, do you have more confidence in using English?
4. Do you find your idea of leadership changed after the workshop?
5. Do you find your thoughts about working in a team changed?
6. Did you encounter any difficulties in the workshop?

They were to asked to choose from "Very confident," "A little more confident," "Same," "Less confident," or "I don't know" for Questions 1 to 4, and for Questions 4 to 6 they were to write their comments freely.

3   RESULTS AND DISCUSSION

Table 1 illustrates the 14 students responses for Questions 1-3 in the questionnaire. Figures 1-3 exhibits the proportions of the results.

Table 1 Results for Questions 1-4

	Q1	Q2	Q3
Very confident	3	6	1
A little more confident	9	8	7
Same	1	0	3
Less confident	0	0	3
I don't know	1	0	0
Total	14	14	14
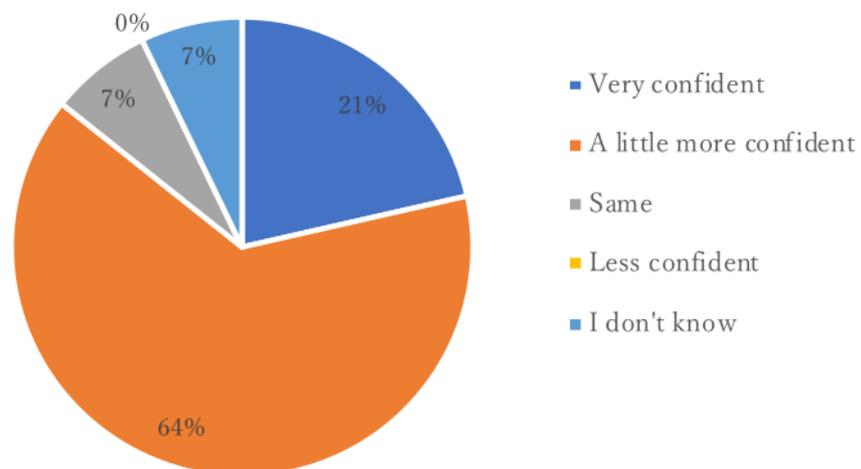
Figure 1: The proportion of the responses to Question 1
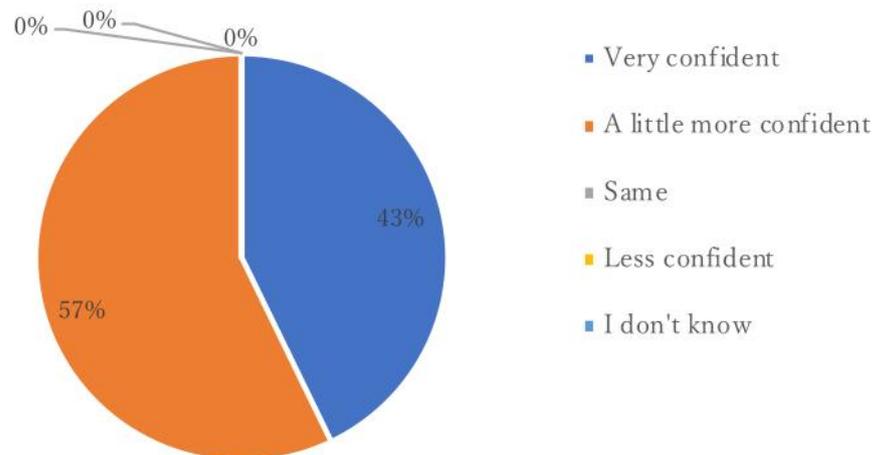
Figure 2: The proportion of the responses to Question 2

Q3: Do you have more confidence in using English?
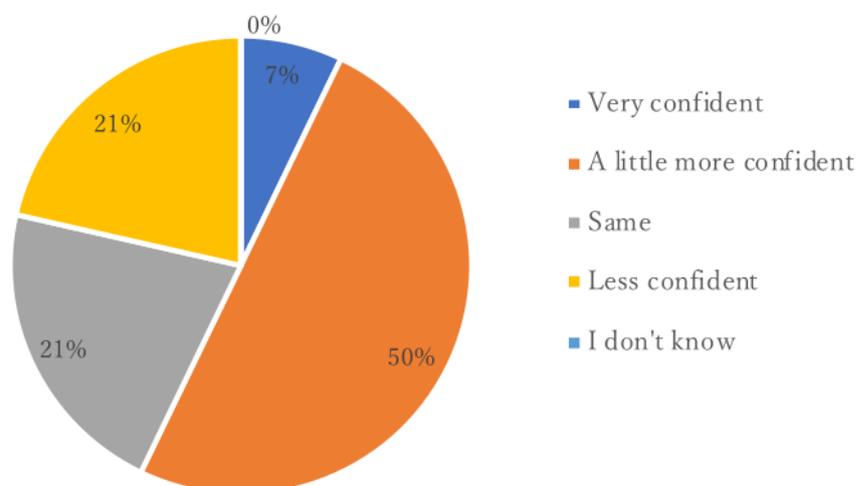
Figure 3: The proportion of the responses to Question 3

The results of the survey revealed that all the students gained confidence in working in a team (Q1, Figure 1); 85% was either "Very confident" or "A little more confident," 7% for each "Same" and "I don't know." They also showed confidence in working with people with different values or ways of thinking (Q2, Figure 2); 43% was "Very confident," and 57% was "A little more confident." Meanwhile, only about half of the students (7% "Much confident" and 50 % "A little more confident") were able to gain confidence in using English. Three students (21%) thought that using only English in the workshop did not affect their confidence in using English, and the other three (21%) lost confidence.

Two comments from the three students who answered "Less confidence" in English after the workshop, regarding Question 6: "Did you encounter any difficulties in the workshop?" were, "I had difficulty discussing and preparing a script for the group role-play in English." and "I was not able to express my ideas in English and felt very frustrated in the discussion." The other students' responses for Question 6 were about class organization and management.

Two of the students with the same level of confidence (n=3) in English also commented that using the second language was a major obstacle for them: "I had difficulties in saying my opinions when I was discussing with classmates who spoke a lot than me, so I need to try harder to express my opinions." and "Communicating in English was difficult." Therefore, the qualitative results with their comments also reveal there is still a difficulty in English even though their response the experience did not affect their confidence in using English. Furthermore, two of them at the same level of confidence were considered to be at an advanced level in English proficiency, and the other was at a beginner level. These students at two opposite proficiency levels felt not much advancement in their English skill.

Interestingly, the only student who responded with great confidence expressed the opposite feeling in Question 6: "It was difficult to comment and to respond to ideas from the team members." Moreover, four students among the seven with more confidence commented that English use was difficult to use in communicating. Hence, any students are likely to face difficulty with communicating in English as a second language in a team even if they are relatively confident.

The comments for Questions 4 and 5 reveal that the students gained confidence and increased the understanding toward diversity and teamworking. The comments are reproduced below:

Comments for Q4: Do you find your idea of leadership changed after the workshop?

"I found anyone can take leadership by using their strength even they are not a stereotypical leader."

"I used to think a leader should be charismatic, but I found that's not true. A good leader would read the team members' strength and choose an appropriate way to communicate with them."

"Before the workshop, I didn't want to be a leader. But now I think I can be a one."

"I found in the workshop it is important for a leader to adjust her communication style according to her team members."

"I found in the workshop a good leader would try to suggest a new idea and to make her team members feel comfortable and motivated to work the other members."

"I thought a leader was very strong in character, but the workshop totally changed my idea. A leader does not have to lead the team members all the time, but flexibility is important."

"It is important for leaders to analyze and to know themselves in teamworking."

"There are many ways to be a leader. A leader does not have to be extraverted all the time."

"A leader is not always on the frontline."

"I was able to exhibit leadership in the workshop thinking of my experience working as a team member."

"There are many ways to exhibit leadership."

"Knowing myself helped to be a leader."

"I used to think I wouldn't be a good leader because of my character, but I found in the workshop I have ways to contribute to a team and to become a leader if I know my strength."

"I used to think a leader would need to lead her members all the time, but knowing the members and adjusting communication style would help."

Comments for Q5: Do you find yourself different in your thoughts about working in a team changed?

"I used to think outcome focused person was a good leader, but now I know having more variety of people contributes to a good team."

"I like working with team members. Even if a project doesn't show a result, I now think I can change my leadership style to conform the team needs."

"In the workshop, I realized there are so many varieties even in a very small group. I want to learn how I can work with team members efficiently."

"I used to think it was more efficient to work alone, but now I know working in a team would bring a new and better idea, bringing the outcome more efficiently."

"I used to think we had to acquire a stereotypical leadership, but now I know integration of diversity creates a better team."

"I used to feel awkward working with people with a different way of thinking and values, but now I'm keen to work with other members."

"Everyone has each strength, and a good team would integrate the strengths."

"Now I know team members from a different way of thinking would be the strongest to create a new idea/event."

"I realized that communication is very crucial in teamwork."

"I used to think only a perfect person would be a good leader, but the collaboration would make a good team."

"I realized difference makes a better team because each can support with each of their strength the other member may not have."

"A team consisting of people of the same quality would not make a good team. Diversity is the key to have a good team. It is important to be flexible and feel the team members feeling."

"Now I know myself better. A good team requires diversity. Different ideas stimulate other team members."

All the comments were positive about understanding diversity and showing flexibility in teamwork. Thus, the students' comments exhibit an appreciation of diversity in culture and ways of thinking and accepting different leadership styles, which is easy for young students to embrace.

4   CONCLUSION AND IMPLICATIONS

This study showed that university students were ready to understand, and found it easy, to accept diversity in values and different ways of thinking in teamwork. Meanwhile, using English as a second language remains a significant obstacle at any level of proficiency. Furthermore, using and practicing English in a workshop or class do not always promote students' confidence in the language; rather, it may discourage them.

However, it is clear students require further simulation and experience in teamwork to learn decision-making and problem-solving skills in order to become effective leaders.

As this study was quite small, more participants would be required to draw a definite conclusion. However, the results of this study shed light on promoting female students' leadership in global society where English is used as a lingua franca. A further challenge is necessary to develop a teaching method where students can become confident communicators in English.

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Empowering Girls in a Thai Juvenile Detention Center through "Unlock Unwrap" Project

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Introduction

Unlock Unwrap Project was conceived and initiated by Sophida Kanchanain, Miss Universe Thailand 2018 and Top 10 Miss Universe 2018, to encourage young generation to discover their true identity, abilities and potentials. This Project had been successfully implemented with thousands of students. The purpose of this study was to evaluate the impact of the project on girls in Baan Pranee Juvenile Vocational Training Center.

Methodology

Participants (n=102) rated their pre- and post-course confidence using a five point Likert Scale (1 = not at all confident to 5 = very confident) across 5 domains (dreams for the future, dare to follow the dreams, self-confidence, self-esteem, and thought of helping others). Chi-square and T-Test were used with $p \leq 0.05$ being significant.

Result

85 surveys were completed (83.33% response rate) the results showed that the confidence level (CL) of participants escalated in all 5 domains. Self-confidence CL was the highest increase from 2.89 to 4.41 ($p < 0.001$). This study indicated that the project implementation has significant positive benefits on juvenile delinquents.

Conclusion

Unlock Unwrap Project can inspire juveniles to overcome their fears and live their dreams.

Keywords: Unlock Unwrap Project, Miss Universe Thailand 2018

Global Café's Let Girls Learn in Wejerat, Ethiopia: Gender Awareness and Women Empowerment

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ABSTRACT

We will make a report on Global Café's efforts to spread awareness about gender equality in the process of solving a real-world problem, that is "many girls are deprived of educational opportunities due to poverty and traditional values in a small village, Wejerat, Ethiopia." Global Café is a student-centered activity at Faculty of Engineering, Shinshu University, Japan, and Japanese and international students discuss a real-world global problem with an attempt to gain global leadership and cross-cultural communication skills. In 2018, we chose "gender inequality and bias" as a global problem and discussed gender problems and efforts to empower women in various nations around the world. In search for our solution to "Let Girls Learn" in Wejerat, Ethiopia, we visited the Embassy of Ethiopia to present our project and organized "Let Girls Learn" workshop with scholars in various fields, industry engineers, and Ethiopian embassy officers and students. As a result, we decided to support a female student from Wejerat to enter our Master/PhD program (Japanese lessons, fundraising, etc), hoping she will be a role model for all the girls and women in small villages of Ethiopia. Being involved in our "Let Girls Learn" project, students are becoming more aware of their own gender bias and various social/political/economic issues related to gender in Japan and the rest of the world, and are beginning to understand that women empowerment is also men empowerment and is essential for sustainable development.

KEYWORDS: Women empowerment, gender equality, quality education

1   INTRODUCTION

Global Café is a student-centred activity at the Faculty of Engineering, Shinshu University, Japan. Japanese and international students discuss global problems, and act to solve the problems aiming at fostering global leadership and cross-cultural communication skills [1]. We define global leaders as those who operate effectively in a global environment while being respectful of cultural diversity [2], to inspire and influence people from around the world to work together toward a common vision and common goals [3]. Students follow three steps at Global Café: *I. We have our opinions. II We want to express our opinions. III. We know ways to express our opinions effectively to others.* Starting in 2018, we decided to choose a yearly theme for our discussion and actions from the United Nation's Sustainable Development Goals (SDGs), and our first choice was *#5 Gender Equality*. Students discussed gender related problems in social, political, and economic spheres of various nations, and learned from an Ethiopian student that many girls cannot go to school in small villages in Ethiopia due to poverty and traditional gender roles imposed upon them. Hence, we made our action goal as to *Let Girls Learn in Wejerat, Ethiopia* and we have been working actively to achieve this goal (We use "*Let Girls Learn*" inspired by Michelle Obama).

Shinshu University is located in Nagano prefecture, and its faculties are spread across five different cities in the prefecture that are 60-120km away from each other. Our engineering campus is in Nagano city, and is a very male dominated environment with 1917 male and 277 female undergraduate students, 548 male and 50 female graduate students, and 116 male and 7 female professors. Thus, only ~12% of students and ~6% of professors are women. However, most students, both male and female, do not seem to think that this disparity in numbers is a gender issue. We therefore chose to discuss gender at Global Café, and have been spreading gender awareness among engineering students. Students who actively participate in Global Café have suggested that education is key in solving gender problems and have concluded that gender inequality is a global problem. They have learned that women empowerment is also men empowerment, and both men and women must act to achieve gender equality. Global Café students are currently acting to provide educational opportunities to girls in a small village called Wejerat in Ethiopia, and we will make a report on our on-going progress below.

2   PROGRESS TO DATE

Global Café is held every Friday during lunch time for 60-90 minutes. Core student members in 2018-2019 include four Japanese students and eight international students from seven different nations, out of which one Japanese and three international students are female. A faculty supervisor for Global Café is female and Japanese. About 20-30 students participate in Global Café on average.

2.1   Spring Semester 2018: Discussion and Setting Our Goal

In the spring semester (April--July) of 2018, students gave presentations about gender related, social, political, and economic problems in their nations. They suggested possible causes for the problems, and introduced successful actions in the past and/or on-going efforts to overcome gender inequality. Every week, we had a 10-minute interactive presentation followed by discussion in small groups and then discussion between groups. Table 1 shows a list of presentations in spring 2018. Figure 1 shows students giving presentations at Global Café.

Students find that equal numbers of boys and girls are enrolled in primary, secondary, and tertiary education in most countries in the world, based on surveys conducted by The

Table 1 A List of Presentations in Spring Semester 2018

Date	Title
04/13	Gender gap and efforts toward gender equality in Palestine
04/27	Gender inequality in Nepal
05/11	A new way of living in Nagano –gender equality--
05/18	A mobile application to close the gender gap in Nepal
05/25	Let Girls Learn in Ethiopia
06/01	Education in Brazil: gender perspective
06/15	Gender inequality in El Salvador
06/22	Gender in The Netherlands
06/29	Gender in Malaysia
07/13	Gender inequality in Mexico
07/20	Gender in Japan

World Economic Forum (WEF) [4] and governments [e.g. 5], however, 1) the numbers do not reflect the reality because many "enrolled" girls are not able to properly attend primary and secondary schools in rural areas of Ethiopia, and 2) the quality of education matters not the numbers, as equal numbers of boys and girls in schools have not resulted in equivalent gains for women in earning opportunity, economic independence and leadership. They also find that WEF's gender gap calculation ignores crimes against women such as rape, harassment, domestic violence, early marriage, and chaupadi (isolation during menstruation). These gender problems are driven by persisting traditional sexist values in many parts of South Asia and Africa, especially in poorer, rural areas, and they are driven by poverty and gang activities in Latin America. Gender and class are interconnected. In Palestine, the political situation is restricting women's struggle for gender equality, and The Netherlands has overcome gender discrimination and bias by feminist movements in many socio-economic-political aspects. Japan ranks in 114th for gender gap index among 144 nations surveyed by WEF in 2017, despite its economical wealth compared to Ethiopia ranking in 115th. The students suggested that traditional gender bias and discrimination persist in Japan because modern values such as democracy and voting rights for women were enforced by the United States at the end of World War II.

Figure 1 Global Café at Shinshu University (left) and
its neighbour college called Seisen Women College (right)

We learned that there is no one universal solution to end gender inequality. Each nation has its own complex, cultural, religious, historical, economic, and political social structure. Through discussion, Global Café identified a lack of real educational opportunities in rural areas of Ethiopia as a global problem that we want to solve, and upon research, we found that six major obstacles have been preventing girls from going to school and achieving higher education in Wejerat, Ethiopia:

1) **Poverty:** Most people in Wejerat are farmers struggling with frequent droughts. They are poor with many children (10-12 on average), and parents are not educated, and thus do not value education, especially for girls.

2) **Traditional gender values:** Boys are preferred and encouraged for education before girls in a family. Girls must get water and firewood in mountains every early morning, as it is a female job by tradition. Thus, they are often late for school, and sometimes unable to attend it. Girls must get food at a market 5-10km away and cook for their family. There is often no time left to study.

3) **Distance to schools:** There is one primary school (1-8th) in each region of Wejerat (eight total), but it takes over an hour for some children to walk to school. There is only one high school (9-12th) in Wejerat, so most children must walk >10-25km to attend high school or they stay in dormitories, if their families can afford it, but they still must cook for themselves with food that they bring from home.

4) **Poor educational facility:** There is no library and no lab for natural science. There are not enough teachers, and there is no internet and not even stable electric power.

5) **English:** All the students learn in English at high school, but many of them do not understand it, as they do not study English at their primary schools. Even teachers do not speak English well.

6) **Cultural limitation:** A lack of female role models and a lack of teachers that are aware of gender inequality result in a lack of motivation among young girls.

As a result, many girls drop out of school early and move to richer countries like Saudi Arabia as workers to support their families. According to Education Bureau of Wereda Hintalo-Wejerat [4], the numbers of female students who entered middle school, high school, and university in 2017 are 1620, 376, and 50 respectively.

Students identified a lack of infrastructure as the main factor that prevents not only girls, but also boys from getting higher education, and suggested funding a community (digital) library, an internet system for online learning, or an affordable dormitory. However, such plans are unrealistic for students with limited time and resources. Students also suggested that they tutor female high school students once a month at the nearest university, Mekelle University (70km away) with internet connection. We find that it costs approximately 50 US dollars for a round trip from Wejerat to the university, so we doubt that poor, uneducated parents will invest in their girls. It seems hard for us to support younger girls, so we decided **to support one female university student from Wejerat to enter our Master and PhD program at Faculty of Engineering, Shinshu University.** We are targeting the obstacle #6 above. Our idea is to plant a seed for women empowerment: the female student that we support will become a role model for girls and women in Wejerat and other rural areas of Ethiopia, and she will empower them for higher education and economic independence.

2.2   Spring/Fall Semesters 2018: Actions

Table 2 shows a list of actions we have taken to achieve our goal to let girls learn in Wejerat, Ethiopia. Global Café is open for all the students in our area, so students from

Table 2 A List of Actions in Spring and Fall Semesters 2018

Date	Activities
05/17	Global Café @ Seisen Women College
06/07	An invited talk by a former refugee @ Global Cafe
06/07	Global Café @ Kanagawa University
06/08	A Proposal @ the Embassy of Ethiopia
07/06	Zenkoji Summit @ Nagano Super Global High School
07/07	IEEE Professional Communication Conference
07/09	A story telling "A Thirst for Home: A Story of Water Across the World" @ Serita Elementary School
08/29	A video conference w/ IEEE WIE students at Jinnah Women University, Pakistan
10/06	*Let Girls Learn* Workshop
11/11	IEEE WIE International Leadership @ Tokyo
11/23-25	Interviews at Mekelle University, Ethiopia A visit to Wejerat and Wejerat High School
02/09	Outreach and fundraising at Nagano Station Festival
03/02-04	10th Annual Women's Leadership and Empowerment conference @ Bangkok, Thailand
03/14	An invited talk @ Nagano Rotary Club

Seisen Women College and Nagano Super Global High School often join our Global Café. In June, we also made a trip to visit Global Café at Kanagawa University because they began to organize their Global Café in April 2018 inspired by our Global Café (Figure 2). We discussed how we can let girls learn in Wejerat, Ethiopia together, and on the next day we visited the embassy of Ethiopia to propose our plan (Figure 2). Ambassador Cham Ugala Uriat and Minister Counsellor Hailu Tefera Garomsa said that women empowerment is one of the top priorities in Ethiopian policy, and they promised us to write official letters to the local governments of Wejerat and Tigray, Mekelle University, and Wejerat High School. In August, we had a video conference on gender and education with students of IEEE Women in Engineering (WIE) association at Jinnnah Women University, Pakistan, and we organized *Let Girls Learn* Workshop on gender and education at Shinshu University on October 6th, inviting scholars in various fields, engineers from industry, and Ethiopian students in Japan (Figure 3). Global Café students also gave short talks. Table 3 shows a list of speakers and talks at the workshop.

Figure 2 Joint Global Café at Kanagawa University (*left*) and
a meeting at the embassy of Ethiopia (*right*)

Figure/Table 3 A list of speakers and talks for *Let Girls Learn* Workshop

Program
Jo-Seol Kim (Faculty of Economics and Law, Shinshu University) *"Korean women in rapid economic growth and their political positions"*
Emi Yano (RICOH IT Solutions/ IEEE WIE Japan Council Chair) *"Change the way we work, change the world!"*
Yoshiko Kato (Research Center for Higher Education, Shinshu University) *"Hidden curriculum: Inequality that is learned in education"*
Miho Nakashima (Faculty of Science, Shinshu University) *"Asymmetry in science: how long should we wait for?"*
Yongguin Sun (NTT Media Intelligence Lab) *"Work-life balance in research labs in company"*
Mari Koizumi (Seisen Women College) *"Aids in Africa from a gender perspective"*
<u>Global Café Session</u> Sawako Shiohara *"Gender in Japan"* Chandani Shrestha *"Gender in Nepal"* Luis Antonio Peralta Miranda *"Gender in Latin America"* Solvi Arnold *"Gender in Northern Europe"* Jia Chuayan *"Gender in China"*
Muhammad Shahab Siddiqui (Jinnah Women University, Pakistan) *"SWOT analysis of female education and working in Pakistan"*
Hamna Rafique, Mehek Tabassum, Mubashira Sheikh, & Sana Jamal (IEEE WIE, Jinnah Women University, Pakistan) *"Gender bias that surrounds girls/women in Pakistan and its consequences on women's lives"*
Karin Koretsune (#IAM/ Japan Women's University) "日本社会は「女尊男卑」なのか"
Samira Seid (Saku) *"A journey of a girl who left Ethiopia"*
Zerye Ayelew (Shibaura Institute of Technology) *"The roles of families in girls' education for a better future"*

The supervisor of Global Café and the *Let Girls Learn* project together with a student leader of *the Let Girls Learn* project visited Wejerat High School (Figure 4) and Mekelle University on November 22nd- 24th. We had called for a female student candidate from Wejerat to enter our MA/PhD program in September 2019 with Professor Hailekiros's help at Mekelle University as well as on Facebook, and 9 students applied for the position. We had interviews with them, and upon careful examination of their academic backgrounds, research interests, and visions for women empowerment in Ethiopia, we selected one female student for Global Café to support. We also had meetings with teachers of Wejerat High School and the Dean of Faculty of Engineering, other professors, and a Japanese lecturer at Mekelle University to initiate collaboration on the *Let Girls Learn in Wejerat, Ethiopia* project. Global Café received a certificate of appreciation from Wejerat Development Association (WDA).

Figure 4 Wejerat High School
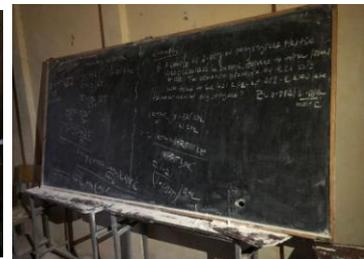
We have found a professor at Shinshu University who is willing to supervise this female student for her MA/PhD thesis, and arranged intensive Japanese lessons for her during winter and summer breaks with a Japanese lecturer at Mekelle University. The female student also began taking two Japanese classes during semesters. The entrance examination is scheduled on July 7th for entrance in September 2019, and will be an interview both in Japanese and English. Thus, Global Café's on-going efforts are:

1) **Skype Japanese Lessons:** We organize skype tutoring sessions for the student to practice her conversational Japanese every Tuesday and Saturday starting in February 2019. It is crucial that she speaks Japanese well by summer 2019, because her interview will be in Japanese, and all the lectures will be in Japanese at Shinshu University.

2) **Fundraising I:** We need to raise funds to pay for the examination fee and to buy two plane tickets for her examination and entrance. We thus set up an online fundraising site on a platform called campfire, and will be raising funds at the city center every Saturday afternoon, starting in February 2019. We plan to attend Nagano City Station Festival to promote our project on February 9th.

3) **Fundraising II:** We will ask local foundations to provide her a scholarship that covers her living expenses during her study. Shinshu University already has a very affordable housing ($50 US dollars/month) and admission fee and tuition waivers for international students experiencing financial hardship. We are giving a talk for a local foundation that provides scholarships for international students called Nagano Rotary Club on March 14th.

3   OUR PLAN FOR THE NEXT YEAR

In the next Japanese school year (April-March), *Let Girls Learn in Wejerat, Ethiopia* continues to be our global problem that we aim to solve, but we focus our attention to *#4 Quality of Education* from *#5 Gender Equality* of SDGs. We plan to compare and discuss quality of education in 10 different nations in the spring semester, and will apply what we learn to our *Let Girls Learn* project in the fall semester. Currently we have a plan to explore the possibilities of applying Information and Communication Technology (ICT) on education for girls who are not able to attend school, because we learned that more and more people own smartphones with 3G internet connection in Mekelle city and Wejerat district at the time of our visit. We also learned that some Wejerat high school students are organizing an ICT club so we will arrange a monthly joint Global Café skype session in fall. We are also encouraging female students at Mekelle University to organize a *Let Girls Learn* Club, where female students learn Japanese over skype with us on a regular basis, so that one of them will become the next Global Café fellow to enter Shinshu University.

We have a plan to visit new Global Café established by KUT Society Women Engineering at Kochi Institute of Technology in June, and will organize a joint Global Café session to discuss quality of education and ICT application to let girls learn in Wejerat, Ethiopia. They are also inspired by our Global Café. We are also invited to present our Global Café and our *Let Girls Learn* project for Shinshu University's 70th anniversary ceremony in June.

4   CONCLUSION

Gender inequality is a global problem. Global Café's *Let Girls Learn* project is based on our belief that empowering girls with equal access to quality education will create pathways for sustainable economic growth, social development, and more stable and just societies. Global Café's focus on gender equality has spread gender awareness among the students who attended Global Café, but Global Café's *actions* to let girls learn in Wejerat,

Ethiopia have been spreading gender awareness among students in other universities in other cities, and Ethiopian students at Mekelle University and Wejerat High School. Through discussion and actions, male students realized that they are empowering themselves by empowering girls and women, and that both men and women must act together to end gender discrimination and gender based crimes. Japanese engineering students have learned that a lack of female students and professors on our campus, as well as in Japanese universities in the field of science and technology, is a gender issue, deeply rooted in Japanese traditional values of gender, families, and its educational system from an early age.

This year, we have a female student leader for Global Café for the first time since its establishment in 2013, on a very male dominated engineering campus. In addition, three new female engineering students have become core Global Café members, actively engaged in our *Let Girls Learn* project. Our *Let Girls Learn* project is not just to empower girls and women in Wejerat, Ethiopia with educational opportunities and quality education, but to empower girls and women at Shinshu University, in Japan, and in the rest of the world.

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GROWING AS INDIVIDUALS

Luvonga, Valerie Nechesa

Abstract

Growth is about "a reunion with your true self". Sometimes it is very easy to loose yourself and try to be someone else but this compromises ones personal growth. I like comparing people to chocolates. People have different preferences when it comes to chocolates and this also applies when it comes to people. Most people prefer white and milk chocolates over dark chocolates due to its bitter taste. However, dark chocolate has health benefits unlike its other 2 counterparts. You might be favourable/preferred by some people and disliked by others. Do not compromise yourself, morals or standards in order to please/be favourable to everyone.

Strive to be true to who you are even though it might not please everyone (just like dark chocolate). Being honest and true to yourself will be beneficial to your own personal growth. Do not 'dilute' yourself just so you can please others. Do not be a white chocolate, it's fake and does not even qualify to be called a chocolate according to chocolate purists (white chocolate contains no cacao at all and is simply made up of cocoa butter and sugar and occasionally a little vanilla for flavor.) The same way the cocoa/cacao solid contents in chocolate defines the richness of chocolates is the same way the content of a person's character determines the richness of their personal growth.

Topic: Growing as Individuals

Growing as an individual is key to aligning yourself to finally stepping into the life you really want. It is important for both women and men to grow into their full potential. To grow into your full potential, take charge of your life in all the important ways: emotional, physical, mental and financial. All of these important parts dovetail together and work with each other for you to achieve greater success. Only when you are at the peak of performance in all categories can you truly be your best self.[1] Some people may say that it's too late for them to make a change in their life, that they do not have time. Energy is the key, not time. Success is about creating a series of "life-sprints" not a marathon. By laser focusing on tasks, and then completely resting, you actually can get a lot more done in less time and live a happier and more fulfilling life at the same time.[2]

Growth is about "a reunion with your true self". You have to look inside yourself and ask, "Who am I?" Sometimes it is very easy to lose yourself and try to be someone else and this compromises your personal growth.

Get back in touch with yourself, your talents, your dreams and your future. Growth is important in realizing your full potential. Our daily lives consist of absorbing unrealistic expectations from media, society and even social media on what we should look like, what our lives should be like etc. Each day we face a barrage of images and messages from society and the media telling us who, what, and how we should be. We are led to believe that if we could only look perfect and lead perfect lives, we'd no longer feel inadequate. So most of us perform, please, and perfect, all the while thinking, What if I can't keep all of these balls in the air? Why isn't everyone else working harder and living up to my expectations? What will people think if I fail or give up? When can I stop proving myself? The following are ways on how we can get past all this and learn how to just be ourselves;

1. Accept yourself.
2. Identifying negative self-talk and stopping it.
3. Celebrate your strengths.
4. Express yourself.
5. Show your vulnerability.

In order to grow as an individual, there are 4 essential questions you should ask yourself in order to grow into yourself and be able to realize your full potential;

➢ **How did I become who I am today?** – This has to do with life events, decisions and people that influenced you the most and what do you want to take away from that into the future with you.
➢ **What makes me unique?** – Focus on things that only you can give to the world because nobody has your exact combination of background, training, experiences, strengths, talents and skills. Never try to be like somebody else, embrace your uniqueness.
➢ **Who am I really?** – Make the 'journey within'. Guided meditation and creativity will help connect with your authentic self and acknowledge the power you bring to the world. Try mindfulness meditation, which involves anchoring your attention on the breath as a tool to stay present without getting lost in judgments, stories and assumptions.
(Read more: [How to Meditate](#)*)*

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[1] Awaken the giant whithin by Tony Robbins
[2] The Power of Full Engagement by Jim Leohr and Tony Schwartz

➢ **What can I contribute to the world?** – To be able to contribute something to the world, you have to offer your full potential. If it means quitting that unfulfilling job to be able to fulfill your full potential, grow into the real you and offer your best self to the world, go for it. "Kill" at your dream job and design a life you want. Be able to increase your productivity and replace your dreams with goals.[3] What matters most is purpose and passion.

I like to compare people to chocolates. People have different preferences when it comes to chocolates and this also applies when it comes to people. Not everyone will love you and not everyone will hate you. You might be favorable/preferred by some people and disliked by others. Do not compromise yourself, morals or standards in order to please or be favorable to everyone. Regardless of people's opinions, always be true to the authentic you.

Remember that most people prefer white chocolate and milk chocolate over dark chocolate due to its bitter taste. However, dark chocolate has health benefits unlike its other 2 counterparts. Strive to be true to who you are even though it might not please everyone or be to everybody's taste (just like dark chocolate) because being true to yourself will benefit the world and those around you more than 'diluting' yourself just so you can please others.

Do not be a white chocolate. It is fake and does not even qualify to be called a chocolate according to chocolate purists (white chocolate contains no cacao at all and is simply made up of I cocoa butter and sugar and occasionally a little vanilla for flavor.) Therefore, the same way the same way the cocoa/cacao solid contents in chocolate defines the richness of chocolates is the same way the content of a person's character determines the richness of their personal growth.

In order to grow as an individual;

- Realize that every part of growth necessitates transparency and being true to you. Transparency means being honest with yourself and others.
- Create a stance for yourself and firmly plant your feet there, that is, stand your ground. Just like dark chocolate, do not compromise yourself to please others. You may be 'bitter to their taste' but always stand your ground.
- Keep working on yourself. Keep building and rebuilding you.

In conclusion, it is important to note that growth is a journey that takes time. "We're all our own worst critics." Ever heard that one before? ''Self-criticism can take a toll on our minds and bodies," said Dr. Richard Davidson, founder and director of the Center for Healthy Minds at the University of Wisconsin-Madison, where he also teaches psychology and psychiatry. And it's that type of self-criticism that can have measurably destructive effects, including symptoms of depression, anxiety, substance abuse, negative self-image and, in a particularly vicious twist, decreased motivation and productivity, according to a study published in the Journal of Psychotherapy Integration. Another study, published in Personality and Social Psychology Bulletin, found that self-criticism leads people to becoming preoccupied with failure. Basically, beating yourself up for finishing only three of the five items on your to-do list is going to make you less likely to finish those last two items — and yet we're programmed to fall into that pattern.[4]

Several studies have shown that self-compassion supports motivation and positive change. In a 2016 study researchers found that "self-compassion led to greater personal improvement, in part, through heightened acceptance," and that focusing on self-compassion "spurs positive adjustment in the face of regrets."

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[3] The 4-Hour workweek by Timothy Ferriss
[4] Why you should stop being so hard on yourself by Charlotte Lieberman

<u>Appendix</u>

*Personal
Brand
Workbook*

pwc

Welcome to your personal brand experience

This personal brand experience is your opportunity to learn more about yourself, so you can make decisions and plans that maximize your university experience and chart a course for your career. It will also help you position yourself, so you can reach your goals.

What's your brand?

In short, it's your reputation. Each interaction you have with others has the opportunity to create a memorable experience, teaching them what they can expect from you. When you're consistent in delivering those experiences, you build a strong reputation. Delivering your brand clearly and consistently across a wide audience helps open doors to opportunities. Your brand becomes your personal calling card—a unique promise of value; a distinct and authentic representation of you. In building your personal brand, you will define your individuality, maximize your strengths and manage your choices now to create future opportunities.

Step up to stand out

PwC has created a personal brand experience to help you find and showcase your strengths so you can stand out from the crowd. By tapping into your unique skills, talents and passions, you can leap off the pages of your resume and top of mind to your recruiters. Use the activities offered here to take charge of your professional success—stand out while being your best self.

Good luck and enjoy the journey.

Your Personal
Brand

X Factor

Understand your whY Factor

Eliminate your Zzz Factor

Ready,
set,
Show
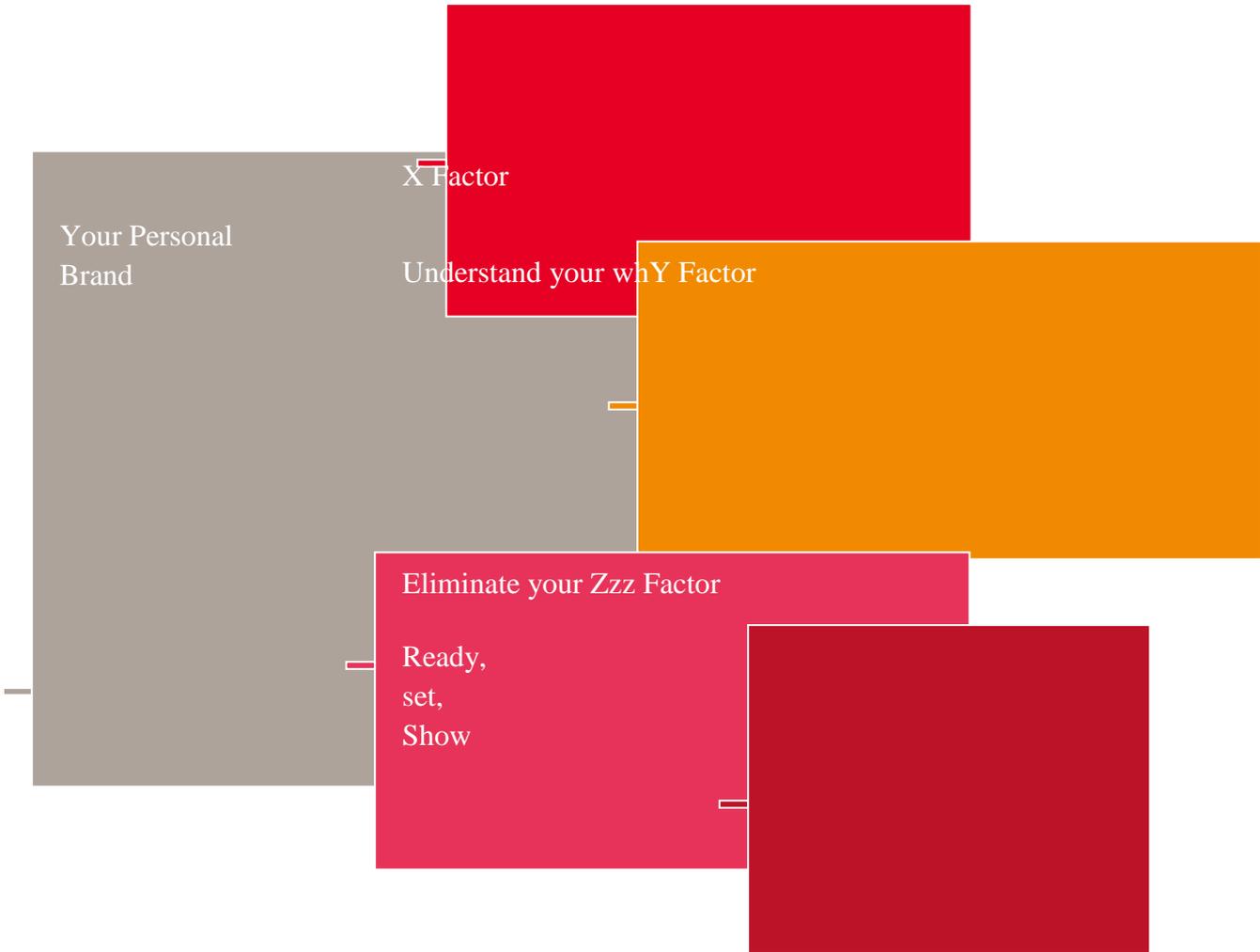
Your
Personal
Brand

Define your
X Factor

Unleash your super skill

People with strong brands are clear about who they are. They know and maximize their strengths. Here, we give you the opportunity to uncover and define your skills and strengths. You'll be using a three-step process, Document, Distil and Validate.

Document

To help guide you through this exercise, answer the questions below:

1. *What are the strengths that others acknowledge in me?*
2.

2. *When working on a team, what roles do I seek to fulfil?*

3. *When faced with an overwhelming obstacle, what are my "go to" skills to overcome it?*

4. *What was the most successful project I ever tackled and what made me successful?*

5. *What was the most important team role I ever fulfilled and why?*

Distil

To deeper your introspection, answer the questions below:

1. What strengths and skills came up over and over again?

2. Which are my motivating skills—the skills that excite me?

3. What are my burnout skills—the skills I've mastered but would rather not use every day?

4. Which strengths and skills are going to be most helpful in achieving my career goals?

5. What skills are missing? What skills would I like to build but have not yet had the opportunity to practice?

Based on your responses to the previous questions, document your top five strengths—your super skills. For example, you might use words like "creative," "relationship-creator," or "make the complex simple." Then, you can start to validate your self-perception with feedback from others.

1.

2.

4.

you

4.

5.

Validate

Up to now, the exercise has been focused on your own perceptions. Now, it's time to validate what you documented about yourself. Do others experience your super skills? Would they agree with your assessment? You have a couple of options for completing this part of the process:

Option 1

Post the following to your Facebook wall: As part of PwC's Personal brand experience, I completed an exercise to help me unearth my strengths. I came up with "Strength 1, strength 2, strength 3." What do you think are my greatest strengths?

Option 2

Ask your friends, professors, and others in your brand community (unprompted) what they think sets you apart from others, then compare their responses to your self-assessment. You could do this in person or via email or social media, whichever you think may give you the most honest responses to help you complete your profile. If you choose email or social media, you can also consider setting up a free and anonymous survey using a tool such as Survey Monkey.

Conquer your weakest point

Stress can leave you depleted. It can weaken your immune system, affect your sleep and drain your adrenals while impacting every facet of your life, your relationships and your success. It can also have a negative impact on your personal brand.

Stress is the body's response to a threat or demand such as homework, a test, applying for college, going on an interview, dating, being in an argument, unresolved conflict, lack of sleep, lack of money, a dentist appointment or being late.

One way to help manage your stress is to be clear about the who, what, when, where, why and how of your stress. Once you have figured out some of your stress triggers, you can implement stress-management techniques designed to best address your specific stressors and symptoms.

Document

Some stressors are on-going, chronic and may be predictable. Others are unexpected, potentially life-changing, and often out of your control. Even when you're the person who controls the decision that leads to stress, it may be no less stressful. But with warning, you have some choices about how to react.

Reflect on the last 12 months of your life to answer the questions below.

What key changes have you experienced in the past 12 months?

Please, list them here. For each change, place a check mark next to C if it was in your control and place check mark next to O if it was out of your control (e.g., change in living arrangements, started freshman year of college, loss of financial security, loss of a loved one, etc.).

1. _____ *C*   *O*

2. _____ *C*   *O*

3. _____ *C*   *O*

4. _____ *C*   *O*

5. _____ *C*   *O*

Distil

What are your stress triggers that are likely to show up repeatedly in your life? Often these are the things within your control, or at the very least, under your influence. Sometimes these are things that fall short of your expectations for yourself and others and sometimes they are violations of your values. Paying close attention to what causes stress will be the first step down the yellow brick road to finding the cure.

1. *Things you do that cause you stress (e.g. late to class, unprepared, overcommitting, people pleasing, money management, conflict management, etc.)*

2. *Things that other people do that annoy you (e.g. being late, gossiping, not pulling their weight, sloppy work, borrowing money, arguing)*

Validate

Taking a proactive approach to either prevent or mitigate those stressors that cause chronic or repeated stress will likely address 80% of the stressors in your everyday life.

Consider these three actions:

    i. Talk with friends to share best ideas on stress reduction.

    ii. Go online to find sites that focus on stress reduction.

    iii. Check out the stress tips below and select some options you will put to the test now. If they work, you will have lowered your stress. If they don't, try another method.

To eliminate unnecessary stress:

- Set an alarm to prompt you to leave for class/appointments with time to spare.

- Block time on your calendar for the preparation that must be done in advance of a due date or meeting.

- Schedule a 10-15 minute buffer between meetings or classes to allow time for a last minute note, a phone call or closure of an activity to avoid loose ends or a series of unfinished promises to do later.

- Set clear expectations with people in your life who are perpetually late or inconsiderate. Great boundaries make great relationships.

- Commit to things that are in synch with your values.

To build your stress coping reserves:

- Sleep is the best natural rejuvenator for your body, brain and mood. Go to bed earlier in 15 minute increments. The sleep you get before midnight takes advantage of your body's natural cycles for deepest sleep. Add a warm bath or shower before bed and you will sleep more soundly.

- Light and heat impact sleep quality and quantity. Darken and cool your bedroom and turn off your electronics. Blue light from electronics interferes with sleep quality up to two hours after exposure.

- Take a walk and move your body at least 30-60 minutes a day—especially when your day is filled with lots of sitting in class or homework in front of the computer.

- Get fresh air every day. Practice deep breathing. Get in a relaxed sitting or reclining position. Breathe deeply through your nose, filling your lungs to the point that your diaphragm expands. Slowly let the air escape through your mouth. Repeat 10 times.

- Exercise regularly. Joining a class or finding exercise buddies will help provide motivation.

- Take down time, even in the midst of a big project or deadline. Your productivity and concentration flag after about three hours of intense focus. Even a 20 minute break will allow you to come back more alert and focused.

- Eat well and regularly. Junk food has been proven to create brain fog, leaving you in a weakened condition to think and act clearly.

To mitigate stressful interactions that may be on-going:

- Try to meet the expectations of others without a wholesale sacrifice of your own needs is a stressor that can repeat itself over a lifetime. Remember when you say "yes" to something, you're saying "no" to something else.

- Develop some simple sentences that you can say to buy you some time when under pressure to respond before you are ready. Examples:

That's a great question that I am going to need some time to think about.

What an interesting point of view. It's always good to have different perspectives.

Yes, I'm so glad you asked and hope you will again when I can take you up on it.

You're just the person I want to talk to as soon as I get free from this project.

Now add your own…

Create your list here of additional ideas you have learned from your friends here.

_1._

_2._

_3._

_4._

_5._

Make a commitment to yourself. What three stress tips will you test for the next 21 days?

(Studies indicate it takes 21 consecutive days of practicing a behavior to create a new habit.)

_1._

_2._

_3._

Your
Personal
Brand

Understand your *whY Factor*

Understanding your Y factor is pivotal to designing a career plan that connects with your values, passions and purpose. When you're living in alignment with your values and integrating your passions into what you do, you are excited, engaged and totally unstoppable.

Let's start your opportunity engine now to allow you to align who you are with what you do and how you do it. The following activities will help you to truly differentiate yourself from others because you'll be super charged with your unique promise of value. It's time to focus on your values, passions and clarify your purpose. This will help you develop your own internal road map that points your decision-making in the right direction.

Values

What's your "north star?"

Your values are like your personal compass—they provide direction for your choices and behaviours. In this three-step exercise, you'll work towards identifying, defining, and aligning your values.

Step 1: Identify your top five values

- Go through the list of values in the table on the next page and eliminate words that don't resonate with you.

- Go through the list again and place a check mark next to the values that are important to you.

- Go through the short list of values you checked and from that list, pick your top five values.

- Once you've identified your top five values, now rank them.

Values

Accessibility	Courage	Growth	Prosperity
Accomplishment	Creativity	Health	Punctuality
Accountability	Curiosity	Honesty	Recognition
Accuracy	Dependability	Humour	Relaxation
Adventure	Determination	Imagination	Reliability
Affection	Directness	Impact	Resourcefulness
Affluence	Discipline	Independence	Respect
Altruism	Diversity	Integrity	Security
Ambition	Efficiency	Intelligence	Sensitivity
Assertiveness	Empathy	Justice	Significance
Balance	Enthusiasm	Kindness	Sincerity
Bravery	Excellence	Knowledge	Speed
Calmness	Experience	Leadership	Spirituality
Celebrity	Expertise	Learning	Spontaneity

WLEC 2019

Challenge	Fairness	Love	Stability
Charity	Faith	Loyalty	Strength
Clarity	Fame	Mindfulness	Success
Comfort	Family	Optimism	Sympathy
Commitment	Fidelity	Originality	Teamwork
Compassion	Flexibility	Passion	Understanding
Completion	Fun	Peace	Vision
Contentment	Generosity	Perfection	Wealth
Control	Grace	Power	Winning

List your top five values here and rank them:
You'll complete the rest as part of Steps 2 and 3.

Rank	*Value*		*Definition*
#1			
Alignment: **1**	**2**	**3**	**4**	**5**
#2			
Alignment: **1**	**2**	**3**	**4**	**5**
#3			
Alignment: **1**	**2**	**3**	**4**	**5**
#4			
Alignment: **1**	**2**	**3**	**4**	**5**
#5			
Alignment: **1**	**2**	**3**	**4**	**5**

Step 2: Define your top five values

The words you selected are important because they mean something specific to you. It's important to be clear about exactly what these words mean to you, as sometimes people have different interpretations of the same word. For example, two people may have selected

flexibility. To one, flexibility means the ability to be nimble in work style on a day-to-day basis; to another, flexibility means the interest in adding value to different types of organizations or working on different types of projects.

Since the words you chose resonate with you, you likely have a strong association with a way of describing them that is both personal and powerful to you.

Write a sentence to each value that defines what the value means to you.

Step 3: Align

Now, perform a quick self-assessment to measure your alignment with these values. For each value, give yourself a score of 1 to 5, where 1 indicates I am really not living this value and 5 indicates I live this value very consistently.

Validate

Select the value that you feel is most out of alignment and most critical to your happiness and success. Focus on this value for the next 21 days. (Remember, studies indicate it takes 21 consecutive days of practicing a behaviour to create a new habit.) Each day, reflect on how you might employ that value in what you are doing. Just the act of having that value present in your mind each day will allow your subconscious to do some of the work for you as you seek new ways to be in alignment.

Tips
•   Write that value on a piece of paper and post it where you can see it.
•   Create a screen saver of your top five values with the one you will focus on changing in a different colour.
•   Write that value on the top of your to-do list for the next 21 days.

Passions

What makes you come alive?

Unleashing your passions

Your passions fuel your actions. When you integrate your passions into what you do, not only are you more engaged, you create a powerhouse of enthusiasm, engagement and inspiration for those around you. In this exercise, you'll have the opportunity to step back and think about your passions, how you can integrate them into what you do and how you can connect them with your career goals.

Document

Begin by entering your responses to the questions below:

1. What would I do with my summer if money weren't an issue?

2. What are my favourite activities?

3. Why did I choose these particular university studies?

4. What type of people am I drawn to?

5. What volunteer activity do I find compelling?

Document

Distil

Now, take a look at your responses and ask yourself these questions:

1. Was there a connection across responses?

2. Am I connecting my passions with my studies and career goals?

3. How can I pursue a volunteer activity that's in line with my passions?

Validate

Make a commitment to create a passion integration plan. Use the space below to document ways you will integrate your passions into your day-to-day activities and connect them with your goals.

Action 1

Action 2

Action 3

Purpose

What is your destination?

Exploring your purpose

Your purpose is your big picture, internal vision of what you would like to achieve. When you combine clear values, engage your passions and take on purpose action, you can follow your personal road map to the destinations you choose.

Document

It is important to visualize your preferred future and really consider what you want to experience and accomplish in your life and the impact it will have on those around you as well as those you may never meet. For those of you who have never been through a guided visualization activity, this may feel a little awkward at first. If so, consider repeating it at a later date when you can experience the greatest benefit. This will work best if you're able to choose a quiet place and time where you will be undisturbed for at least 20 minutes.

Do this exercise when you're with a friend who can read the guided visualization script on the next page. That way, you can relax and immerse yourself in the experience. Now, get comfortable. Turn off your inner cynic and let your imagination run free—barefooted.

Guided visualization script:

Congratulations!

You have graduated and have really begun establishing a life for yourself. (Pause 5 seconds.)

In the mail today, you received the invitation to your high school reunion. A lot has happened since you last saw some of your classmates. (Pause 5 seconds.)

You stop to reflect on the many changes that have occurred over the past 10 years. It

probably feels like a whirlwind. (Pause 10 seconds.)

You are mentally and emotionally preparing yourself for the conversations you will have with your classmates and friends. You are eager to share your achievements that gave you the greatest sense of accomplishment. You are eager to share what you're doing now and what you hope to do in the next five years. (Pause 5 seconds.)

You are thinking about your first full-time job out of school. (Pause here for 5 seconds.)

Were you ready? (Pause for 10 seconds.)

Remember getting your own place and realizing all the freedom you had and all the bills that were now yours to pay. (Pause 5 seconds.)

Perhaps you are in a committed relationship. Married? Family? Or maybe you're considering the possibilities. What are you looking forward to sharing about your life? (Pause 15 seconds)

What have you learned from negotiating and navigating life, work and the world? (Pause 15 seconds.)

What are you doing now? (Pause 10 seconds)

Who is in your life? (Pause 10 seconds)

What impact are you having on those around you? (Pause 15 seconds)

What is next for you that will create the impact you hope to have on your work, life and world? (Pause 15 seconds)

When you have finished reflecting, take several deep breaths, open your eyes and stretch. Once you are fully ready, document what you will be saying about the life you are leading and the impacts you aspire to have.

Capture here your journey back to the future:

You can either document all your thoughts or capture key elements. Write it in first person with an active voice, as though you were telling the story to another person right now. "I am…" "I have…" "I enjoy…" "I will…"
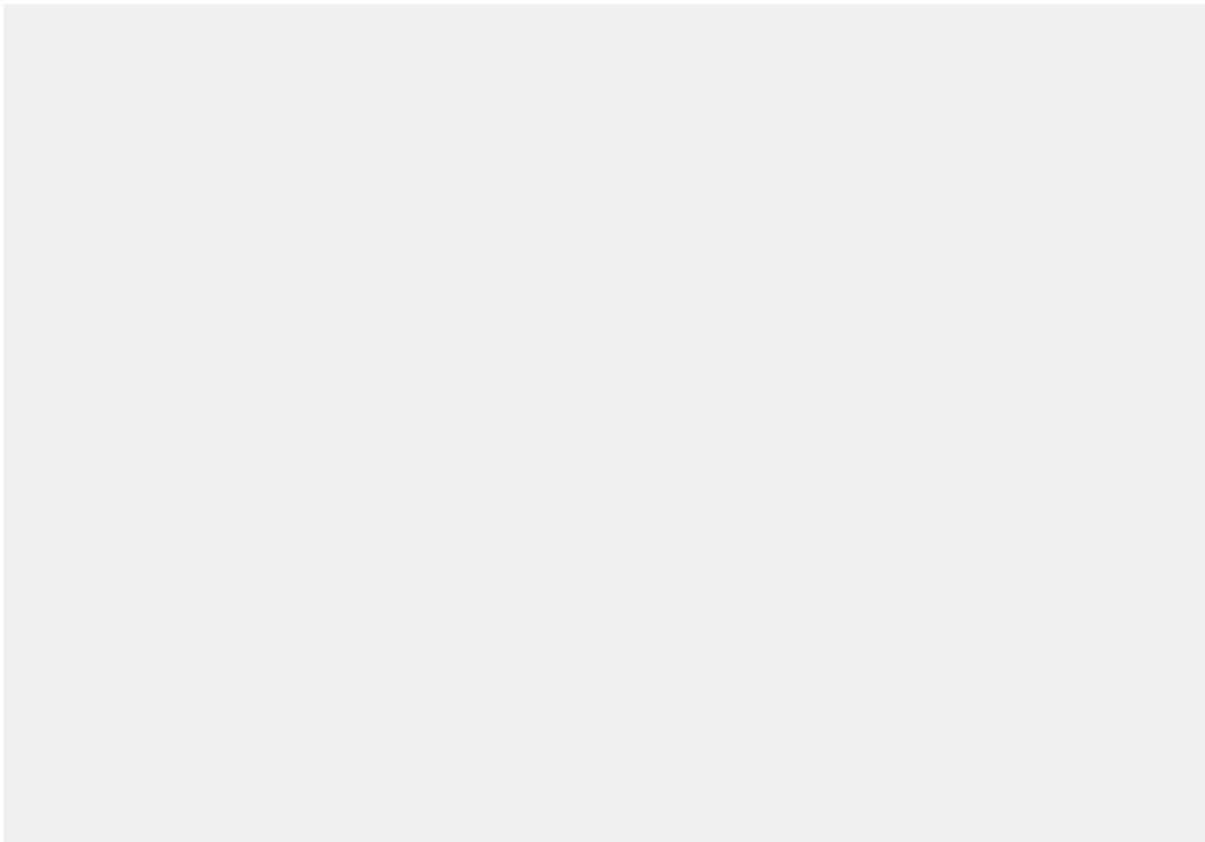
Distil

Capture key ideas and elements

1. What has been important to you?

[ ]

2. Who is on this journey with you?

[ ]

3. What you are doing that fuels your passion?

[ ]

4. What are you working toward/have accomplished that gives you a sense of purpose?

[ ]

5. Where you are headed next?

[ ]

Validate

Look at your responses. Do you see your values, passions and purpose showing up in your visualization?

Use different colour highlighters to help you put all the fuel possible into your opportunity engine. For example, consider highlighting:

Values in blue   Passions in green   Purpose in yellow

Are all the colours represented?

Did you learn anything new that you would add to your values, passions and purpose that are needed to meet your highest aspirations?

Build your brand and make an impact

Giving back is an outward expression of your values and purpose and an opportunity to demonstrate your super skills. Giving back is good for society, it's empowering and inspiring for you and those you will influence and it's an important part of successful branding! In this exercise, you'll identify the philanthropic options that will be most meaningful to you.

Document

Clarifying your unique strengths, values, passions and purpose gives you great direction and criteria for what to say "yes" to and what to say "no" to when faced with the many opportunities and requests you will encounter over a lifetime. Let the work you have done to this point in your branding journey be your guide to choosing how you will use your time.

I want to use this giving back opportunity to:

> … *Showcase a strength*
>
> … *Develop a new skill*
>
> … *Align with my values*
>
> … *Employ my passions*
>
> … *Fulfil my purpose*

Distil

Use the questions below to help you begin to find a cause that's right for you.

Skills/Strengths:

Which of the super skills you identified would you like to showcase or which skill was missing that you'd like to build?

Values:

Look at your values. Which cause(s) might connect with those values?

Passions:

Think about your passions. Think about what type of cause might connect with those passions. What organizations may align with those causes?

Goals:

What is your goal for an internship or the job you would like to have when you graduate?

Purpose:

What might move you toward your internal vision for the future?

Refer to the two examples below:

Example 1	Example 2
Skills/strengths: Relationship-building, collaboration	**Skills/strengths:** Managing people, teaching, coaching
Values: Respect, excellence, discipline, caring for others, generosity	**Values:** Teamwork, winning, competition, optimism, growth
Passions: Animals (pets)	**Passions:** Sports, entrepreneurship
Goals: Ideal first job out of school: working with a healthcare organization, working on developing therapies that help people	**Goals:** First internship: working for a consulting firm that has high tech start-ups as clients, or working for a start-up
Purpose: To lead a national initiative that influences the provision of alternative healthcare services to underserved and disadvantaged people	**Purpose:** To launch a successful business that employs my love of sports and leverages my technical expertise for online delivery and engagement; To deliver team and leadership training services based on sports theory
Potential organizations: local non-profit veterinary clinic, dog rescue organisation, non-profit clinic for the homeless	**Potential organizations:** School extracurricular sports programs, local small business associations, etc.
Potential roles: Welcome reception, greeting clients, working as part of a team to make animal issues visible, working across organizations getting them to collaborate	**Potential roles:** Starting a sports organization at school, teaching and coaching students on different projects, managing a small project for an entrepreneurial organization

Validate

Now it's time to act for impact. Commit to at least one action below to get you started on your road to giving.

- Check websites and phone or tablet applications for opportunities based on interests, causes, needs, skills and locations that are in alignment with your values, purpose, passions, potential roles and goals outlined previously.
- Call or visit the organizations that sound like the best fit.
- Volunteer for a day, a project, or a week to gift your service and test the fit with the volunteer opportunity. Even if it turns out not to be the best fit for you, both you and those receiving your service will have benefitted and it will get you one step closer to clarifying what you want to do.

- Check your state and city website for additional opportunities in your area. Many large employers have volunteer programs that can also link you to opportunities that will be a fit for your interests. Do some homework on an employer you'd like to work for and see if they have volunteer opportunities that you can join.

Your
Personal
Brand

Eliminate your *Zzz Factor*

Be a keeper, not a sleeper

Personal branding is about standing out while being yourself—your best self. You need to step up to stand out. Let's investigate the ways to help you be a keeper, not a sleeper.

Professional presence

How will you tell your story? What impact will your presence make before you even say a word? How will you make sure that you're memorable? How will you remain yourself while putting your best foot forward? How will you prepare to pursue the opportunities that align with your road map? What will you do to create a network that will open those doors to allow you to powerfully introduce yourself and stand out during an interview?

Telling your story goes beyond what you say. What you do says a lot about you as well. Remember, first impressions last. Don't let something as small as professional attire or body language block all your roads before you've even said a word.

Document

Professional presence—self-reflection profile

Let's assess where you are right now. Choose your response. There is no right or wrong answer.

How comfortable are you with …?	(1: Not at all			5: Very)	
Being yourself in all situations?	1	2	3	4	5
Easily and openly expressing your ideas/opinions in a group conversation?	1	2	3	4	5
Knowing how to dress appropriately for each setting and event you attend?	1	2	3	4	5
Speaking before a group of people?	1	2	3	4	5
Making eye contact with people you have just met?	1	2	3	4	5
Introducing people in formal settings?	1	2	3	4	5
Starting conversations with people you don't know well?	1	2	3	4	5
Disagreeing with someone else in a way that doesn't cause conflict or angst?	1	2	3	4	5
Apologizing when you're wrong so that the other person accepts it?	1	2	3	4	5
Accepting responsibility when your efforts fall short?	1	2	3	4	5

How consistent are you at…?	*(1: Not at all*			*5: Very)*	

Following up and delivering on promises?	*1*	*2*	*3*	*4*	*5*
Being prompt for appointments, deadlines, due dates, class, dinner,					
	1	*2*	*3*	*4*	*5*
meetings?					
Doing what you say you will do, when you say you will do it, at the					
	1	*2*	*3*	*4*	*5*
quality to which you commit?					
Keeping track of details, calendar events and commitments?	*1*	*2*	*3*	*4*	*5*
Keeping confidences?	*1*	*2*	*3*	*4*	*5*
Not repeating, encouraging or engaging in gossip?	*1*	*2*	*3*	*4*	*5*
Conveying positivity in your interactions?	*1*	*2*	*3*	*4*	*5*
Entering a room with confidence?	*1*	*2*	*3*	*4*	*5*

How consistent are you at…?	*(1: Never*	*5: All the time)*			
Prepare your thoughts in advance of a discussion?	*1*	*2*	*3*	*4*	*5*
Practice how you will articulate your thoughts?	*1*	*2*	*3*	*4*	*5*
Write your goals?	*1*	*2*	*3*	*4*	*5*
Evaluate your goals?	*1*	*2*	*3*	*4*	*5*
Seek out a mentor or coach as a sounding board?	*1*	*2*	*3*	*4*	*5*
Be aware of your body language?	*1*	*2*	*3*	*4*	*5*

Do you…?	*(1: Not at all 5: Absolutely)*				
Have an email address that projects a professional image?	*1*	*2*	*3*	*4*	*5*
Re-read email before you hit "send?"	*1*	*2*	*3*	*4*	*5*
Have a Facebook page that you would show to your prospective					
	1	*2*	*3*	*4*	*5*
employer, clergy or parents?					
Have a voicemail greeting that conveys your best self?	*1*	*2*	*3*	*4*	*5*
Take notes when making commitments, listening in meetings or	*1*	*2*	*3*	*4*	*5*

gathering details?

Have a great handshake?	*1*	*2*	*3*	*4*	*5*
Have a professional and memorable self-introduction?	*1*	*2*	*3*	*4*	*5*
Focus on your grooming and professional appearance?	*1*	*2*	*3*	*4*	*5*

Distil

Highlight areas for improvement and focus on necessary changes.

- Select two items that are most in need of improvement and that you believe will have the most impact on your life and opportunities. Write them in column one of the table below.
- Next to them, write a description of how each will be different when you have mastered them.
- Next to that, write three practice opportunities where you will use these throughout the next month.

Improvement item	Description of desired outcome	3 Practice opportunities
1.		
2.		
3.		
Validate: 30 days result		
1.		
2.		
3.		
Validate: 30 days result		

Validate

Seek feedback from your feedback/accountability partners (friends or a trusted mentor) as you make your changes.

- Ask two people with whom you interact to be your feedback/accountability partners. Share your two key goal areas and what you intend to do. Ask them to give you feedback throughout the month and/or at the end of the month on what they have observed.
- Write your 30 day results in the table above.
- How did it feel? Did you achieve it?
- If you need to develop further, what help will you seek? From whom? By when?
- Repeat this activity on those items you deem important.

This process can help you achieve your goals throughout your career.

Boost your interview

Successful interviewing is built on effective storytelling. You must clearly express your story so that the interviewer can experience the essence of who you are and remember your exceptional promise of value. When you tell your story, you reveal your strengths, values, passions in a way that keeps your interviewer's interest. Storytelling is one of the most powerful ways to engage others and help them remember what you have told them.

Document

Prepare for your interview

It is likely that in every interview you will be asked two kinds of questions: fact-based and behaviour-based (see examples below). It's important to be articulate and to convey to the interviewer that you have been introspective and have adequately prepared for your conversation.

Consider how you will give winning answers to interview questions. Use the four following questions to think through and document how you'll illustrate your story. These are the types of questions you will likely be asked.

Fact-based interview questions:

What do you know about [potential employer] and why have you chosen to interview with us?

What is a typical week for you? What do you do outside of school?

Behaviour-based interview questions:

Can you give me an example of something you have done that motivated or built enthusiasm in others?

Describe a time when your results on a project or task were not up to your professor's or supervisor's expectations. What happened? What action did you take?

Distil

Check each answer to see if it represents your strengths, values, passions and purpose.

Validate

Consider setting up a practice session with friends, family or mentors to give you the opportunity to get used to answering these questions and other similar questions. Ask for feedback on how well your stories give insight into who you are.

Tip 1: First impressions matter

Your interview starts when you walk in the door. Don't let little things like attire or body language sink your ship before you even open your mouth.

Tip 2: Storytelling works

Don't regurgitate facts that are on your resume. Use the powerof personal stories to convey the essence of who you are and what's important to you. It's easier to be enthusiastic when you're telling a story versus just restating facts.

Tip 3: End with an impact

Make sure you're authentic and memorable.

Networking nitrogen

Strong brands have solid professional networks. Your ability to successfully network is critical to achieving your goals. Regardless of talent, each of us encounters situations where we're faced with challenges that require the help and collaboration of others.

By understanding how to present yourself in a positive light, finding common ground and identifying opportunities to follow-up, you'll have the tools to cultivate mutually beneficial relationships with people who are willing to help you accelerate your ability to reach your goals.

A powerful introduction is an important tool in your arsenal when meeting people. It's critical to making a positive impression, gaining opportunities, and taking advantage of networking opportunities when they appear.

Your introduction, or elevator pitch, together with your body language and demeanour, form the basis for a first impression. Make sure your first impression is memorable and authentic. It will go a long way in building your brand.

Document

Key points to include in my elevator pitch are:

Some conversation starters I might use are:

Topics for comfortable small talk for me are:

Distil

Use your replies from the previous page to formulate an elevator pitch that conveys the essence of who you are. An example is included below. Notice how it includes one's values, passions and purpose, creating a unique promise of value.

'My love of reading and my passion for working with young people has inspired me to tutor underprivileged students and seek a degree in elementary education so I can continue helping others improve their literacy and open doors to a better life.'

What value is engaged?

What is driving you (your passions)?

Toward what target? (for whom)

What do you want to provide and why? (your purpose and impact)

Use the space below to draft your elevator pitch.
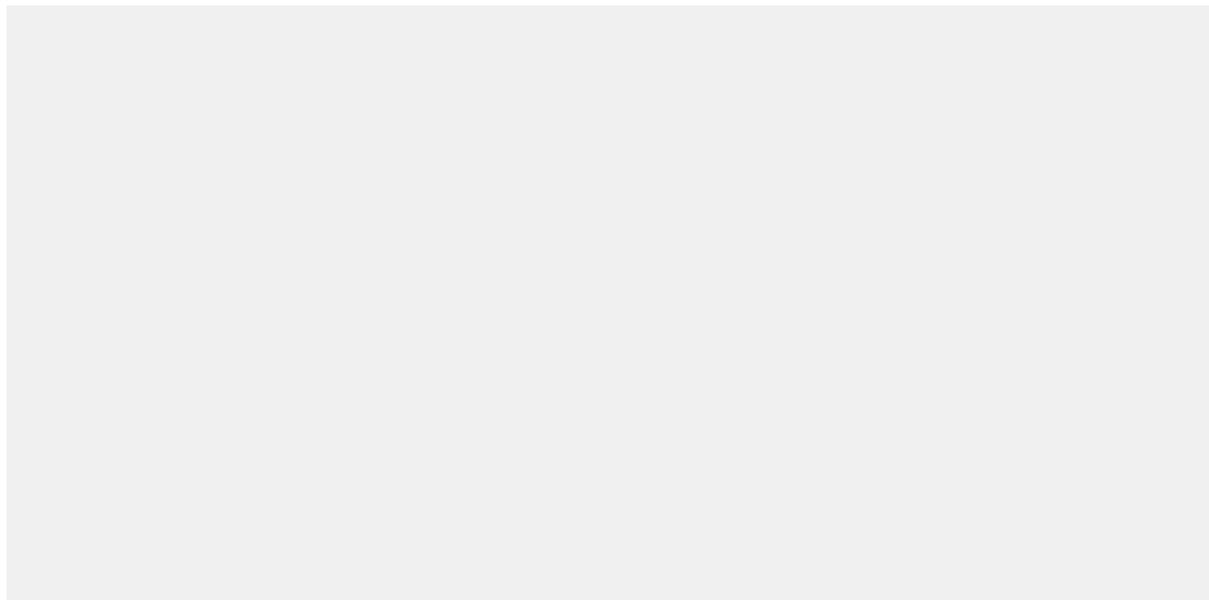
Validate

A great elevator pitch is:

- Brief
- Easy to understand
- Compelling

- Relevant
- Differentiated
- Authentic

Look at your elevator pitch above and validate if it meets these criteria. Make adjustments as necessary.

Networking do's and dont's

Networking do's	*Networking don'ts*
Before the event, focus on getting up to speed on the individuals and their industry or group. Find out who is going and come up with some conversation starters.	Go to a networking event without any preparation
Speak your name clearly (first and last).	Mumble or just introduce yourself by first name or nickname only.
Maintain good posture and eye contact and smile when introducing yourself. Use a firm handshake.	Make eye contact with just one person in a group or continue looking all over the place for the next group to jump to.
Make personal connections about hobbies, interests, etc.	Use jargon, slang or venture into inappropriate topics, gossip, or similar.
Approach people who you don't know and engage (especially those who are by themselves). Be the one who initiates.	Be a wallflower and wait people to come to you.
Be ready with your elevator pitch / value proposition. Short, crisp, authentic and conversational answers to questions like, "What do you do?" should roll off your tongue easily and should be memorable.	Ramble or give a condensed version of your resume.
Seek out good opportunities for networking, both planned and spontaneous	Forget about networking since you're busy. Strengthen your professionalism by polishing your online social identity.

Networking do's	*Networking don'ts*

Your
Personal
Brand

Ready,
set,
Show

—

Leap off the page

Career marketing tools that will make you sky rocket

It's time to take what you've learned about yourself and put it all together in a branded bio. Your branded bio is a valuable tool you can use to communicate your unique promise of value to people who are making decisions about you—in both the real and virtual world. You've probably spent some time on your resume—and that's great. It's an important career marketing tool that will help you land an internship or your first job after school. Your branded bio is just as important.

While your resume is a chronological list of credentials and accomplishments, your branded bio is another depiction of who you are. It enhances your online brand when you use it to complete your social media profiles or accompany an article or blog you have written.

In crafting your branded bio, convey your unique promise of value in a way that gets others to want to know you.

Charismatic cover letters

Your cover letter creates a first impression on paper and is a way to connect with the reader and earn you the right to have your resume reviewed.

Resumes that resonate

Your branded resume creates an accurate picture of your goals, purpose, strengths, skills, experiences and passions as they relate to the role you seek—in factual, rational and emotional terminology.

Branded bios

Your branded bio is the authentic representation of who you are as a person and how others perceive you when they interact with you. It highlights not only your pertinent strengths, passions, goals and purpose but describes the benefits and experiences others can expect as a result of knowing and working with you.

Giving thanks

A thoughtful show of gratitude, especially in the form of a handwritten note, acknowledges the opportunity you have been granted by another person who was willing to dedicate time and attention to hearing about your aspirations. It is an opportunity to memorialize specifics of your interaction and cement the impression of your unique promise of value.

Together, all four of these branded tools provide the basis of your brand on paper. They begin to create an impression before you even walk in the door. For now, we're going to focus on your branded bio.

Your branded bio

Here's a before and after example of a fictionalized student's bio:

Anna Novak

Before

Anna Novak is majoring in marketing at Moscow State University. She has also taken several art related courses and is interested in a career in marketing and advertising. She completed an internship at Best Interactive Creative Agency where she worked on social media campaigns for healthcare clients. In secondary school, she was the class president and was active in organising arts programs.

After: elements for Anna's branded bio

In her branded bio, Anna incorporated what she learned about herself from the personal brand activities.

Here were her responses:

- Skills/superpowers: Project management, creativity, relationships
- Values: Collaboration, adventure, curiosity, teamwork, making a difference
- Passions: Drawing, creative writing, snowboarding
- Social cause/role: Creative side of marketing, project leadership, contributing to the Campus Advertising society

Branded bio

Majoring in marketing at Moscow State University, Anna Novak is a marketing enthusiast and an accomplished artist and writer. In addition to taking every marketing course offered, she completed six courses in the arts over the past three years. After her second year at the university, she interned at Best Interactive Creative Agency where she applied her creativity and project management expertise to build social media campaigns for healthcare clients. In secondary school, Anna was the class president. She used her collaboration and relationship-building skills and desire to make a difference to join forces with other local secondary school student councils to organise common local arts programs. A true adventurer and avid athlete, Anna spends her winter breaks perfecting her snowboarding technique.

Follow the three steps below to turn your current bio into a branded bio Document

Find your most current bio. You can use your LinkedIn summary or other social networking profile as the "before" version of your bio if you don't have one. If you don't have any of these, write a paragraph about your accomplishments.
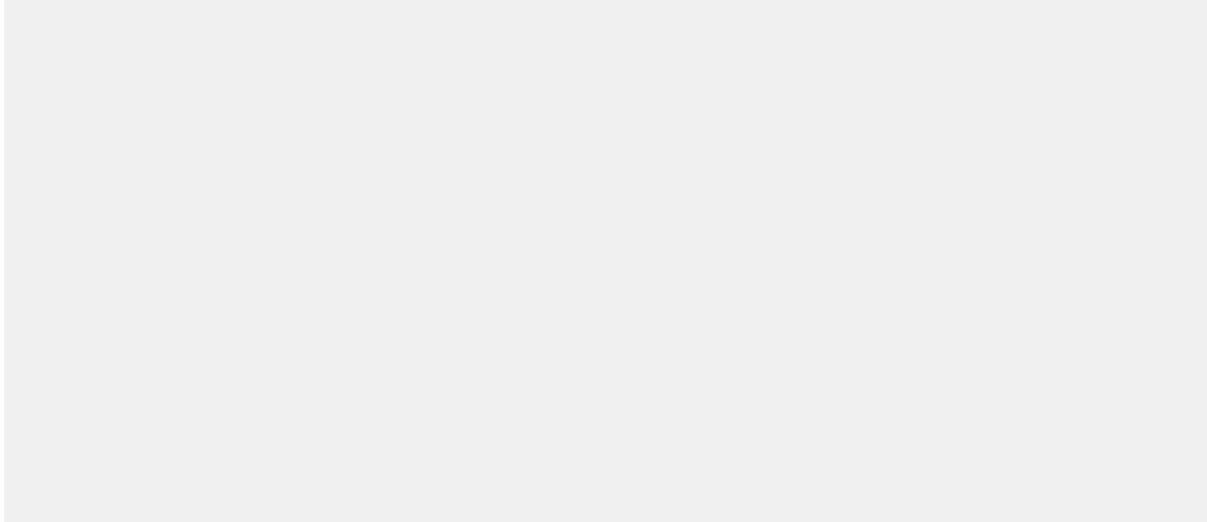
Distil

Incorporate what you learned about your brand

Take a look at what you have learned about yourself in all the preceding activities. Then distil it by identifying the strengths, motivated skills, passions, purpose and values that are most important to you. (Think about things that make you relevant, differentiated and compelling.) Edit your current bio to include those branded elements. Use examples to back up what you say make you exceptional. Remember, you're telling a story—one that will captivate its readers.

Edit your branded bio in the space provided.
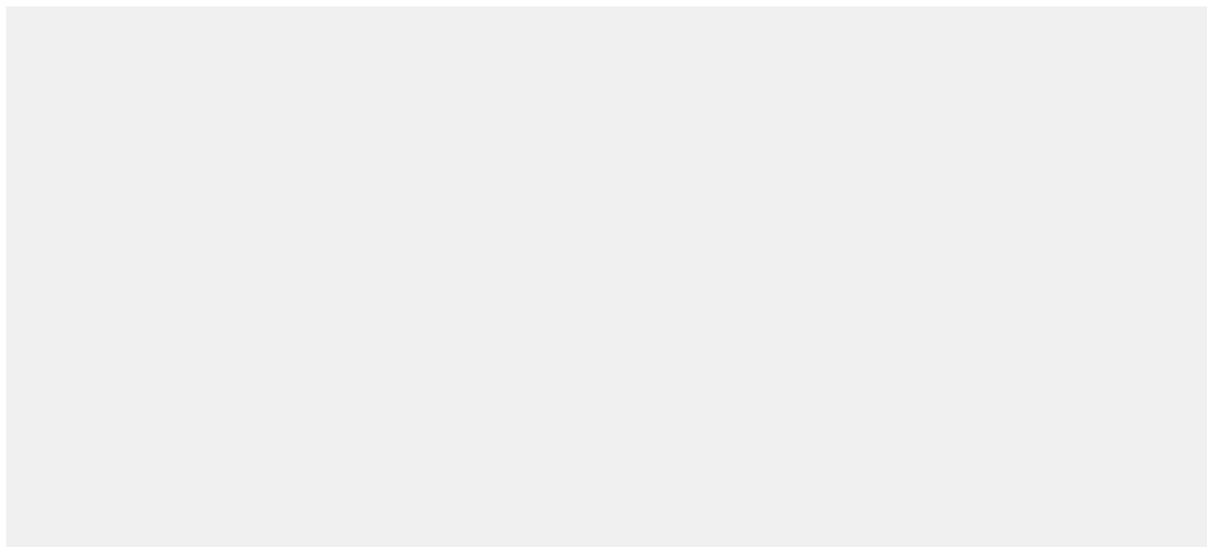
Validate

Take a look at your bio and make sure it is:

.... Relevant   *....Easy to understand*   *....Compelling*

.... Memorable   *....Differentiated*   *....Authentic*

Once you have refined your bio, test it out with friends, peers, professors, mentors, etc. to get their opinions and make any further edits. Now, with your final version, you can:

- Post it to social networking sites to increase your online brand—this will help increase volume and relevance of your online content
- Use it when applying for internships, volunteer roles and jobs
- Post it in a place where you can read it regularly as a reminder of who you are and what makes you exceptional

Remember to update your bio each time you complete something new. For example, you can incorporate your contributions to the social cause you identified as part of your *whY factor.*

Your brand in bits and pieces

Building your social media toolkit

Chances are you are already using social media in a variety of ways. The lightning speed with which the internet has changed the way we communicate has created vast advantages as well as some considerable drawbacks when it comes to maintaining a positive and consistent personal brand.

Social media tools like Facebook, Twitter, LinkedIn and YouTube can help you express your brand to a much larger audience. You want people to see the real you in the virtual world. But, are they always seeing your best self? It depends. The virtual world, just like the physical world, can judge you by the company you keep. Even worse, the virtual world never forgets.

It is important to remember that what you put on the internet is captured there for posterity. Not only can your current network access this material, so can your future contacts, employers and network influencers. At lightning speed you can positively or negatively impact your brand. Let's make sure you're using those superpowers for good. In this activity, we'll help you analyse your online reputation and make a plan to align it with your real-world brand.

Click the link below to use the *Online ID Calculator*. This tool will help you see how your brand currently shows up.

Document

What does Google say about you?

Use the *Online ID Calculator* to understand how your brand shows up on the web. After searching for yourself on the internet and answering a series of questions, you'll receive your results along with advice for enhancing your virtual visibility. After you have used the Online ID Calculator, document your plans for enhancing your virtual brand.

Distil

First, assign a priority to the work you want to do to improve in each of the measures of online ID: 1 = very important; 2 = somewhat important; 3 = less important. In the table below, give each of the five measures a priority:

Measure	Priority	Action
Volume		
Relevance		
Purity		
Diversity		
Validation		

Select one or two of the highest priority items on your list and document the related action plan to improve in this area. Make sure to refer to the supplemental videos on each of these virtual visibility areas.

Validate

The actions I will take to improve my virtual visibility and online presence are:

> … *Update my LinkedIn summary*
> … *Update my Facebook page*
> … *Update my branded bio on my blog, vlog or website*
> … *Create/update my YouTube channel profile*
> … *Create/update my Google profile*
> … *Create a short version of my branded bio to include in job applications, etc.*

… Create a personal portal (e.g., about me, flavors.me, etc.) and include my branded bio

… Update my 160-character Twitter profile

… Create a version of my branded bio for the about me section of a cover letter

… Use it to create a branded video bio and post it to YouTube and other video sharing sites

Personal branding is not a one-time event

Just like you, your personal brand is ever evolving. The process you have used to document, distil and validate your personal brand is one that you can repeat as many times as you would like over a lifetime. It is a proven process to help you make great choices at every juncture in your life.

The questions you have answered in this process are of paramount importance, whether you are attending college or making key career or life decisions. These are the questions that will enable you to fulfill a life filled with engagement and enthusiasm derived from living in alignment with values, passions, strengths and skills that fulfill your purpose.

As you gain experience and grow, your skills and interests will evolve and grow with you. In time, you may want to revisit this process/workbook and perform the exercises again to identify your strengths and areas for development, and to help drive your personal brand plan. It might even be fun for you to revisit it when your 10-year college reunion rolls around.

We hope it has helped you to identify who you are and what makes you stand out and gives you clarity about where you would like to take your career and life. And we hope your branded bio and other brand-building materials you developed as part of this experience help position you for career success.
We wish you all the best in your studies and your career.

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The Supreme Student Government:

Sowing the Seeds of Leadership Among Young Learners

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Abstract

The study was conducted to determine the role of the Supreme Student Government (SSG) in sowing the seeds of leadership among young learners which may contribute in addressing youth-related issues. It sought to describe the functions and responsibilities, objectives and mandated programs, projects and activities of SSG officers. Moreover, the study was done to assess the SSG's level of performance in addressing youth-related issues in the school.

The respondents and informants of the study are Teacher-Advisers and officers of SSG for the School Year 2018-2019 of select public secondary schools in the Division of Bulacan.

Sequential explanatory mixed-method design is used to expound on sowing seeds of leadership among learners through the SSG which may contribute in addressing drug addiction, teenage pregnancy and bullying.

The following conclusions were derived: (1) SSG and co-curricular clubs and organizations serve as training grounds for the youth; (2) SSG officers and Teacher-Advisers play a significant role in addressing social issues, however, issues on the level of performance in addressing teenage pregnancy got the lowest level; (3) among the core attributes and characteristics, Teacher-Advisers and SSG officers manifest high communication skills; and (4) SSG contribute in addressing youth-related issues through consciousness-raising campaign, seminars, and symposia.

The Problem and Its Background

The youth of today are the leaders of tomorrow. The vision of our country lies in their hands. They are filled with tremendous and towering ambitions. It will be a great wastage of human resources if Filipino youth are not given ample opportunities to put their talents to wise use. This beautiful land needs her youth in order for its soil to become productive. It is a great national loss of human resources if their strong and creative hands are not allocated some suitable jobs. Their innate abilities must be nurtured. They should be directed appropriately to engage in some constructive tasks. The youth can do wonders provided their potential is tapped for the developmental projects of the nation, community and school. They may work successfully as an arm of the country's leaders in the implementation of different programs, projects and activities (PPAs) aimed at achieving the National Development Goals (NDGs).

"The youth is the hope of our nation" is an adage popularized by the national hero Dr. Jose P. Rizal. This is being taught to young learners in order to instill patriotism and nationalism, and at the same time motivate them to become good citizens of the country. It was no less than the national hero who placed high hopes on the Filipino youth expecting a lot from them. Youth is the spring of life. It is the age of discovery and dreams. It is at this stage of life when young Filipinos have the power to transform the nation into a better place. They also have the ability to lead their fellow citizens toward the right direction. Youths are fighters. They fight for identity in society, equality, the homeless, peace, unemployment, exploitation, poverty and other problems which the world faces today. All of them hope for a world full of opportunities. They are achievers so that they can become better individuals. They need good morals and values to guide them in decision making, and empower them to handle conflicts in a positive way. The researcher believes that the youth are problem solvers if they will be equipped at very young age with necessary skills to develop their potentials as leaders.

The government spends large amounts of funds on a number of organizations that are given responsibility in the implementation of various schemes and programs related to national development. The involvement of the youth and their organizations would cost much less in terms of money. In the Philippines, every public and private secondary school under the Department of Education (DepEd) has its own student government. This is founded on the provisions of Batas Pambansa Blg. 232, also known as the Education Act of 1982. They are usually called the Supreme Student Government (SSG) supervised by the Youth Formation Division coordinator. SSG is an organization composed of students and supervised by adults. The purpose of the organization is to give students opportunities to develop their leadership potentials by organizing and carrying out school activities and service projects. In addition to planning events that contribute to school spirit and community welfare, the SSG is the voice of the student body. They help share student ideas, interests and concerns with the school-wide community. The function of the SSG is founded on democratic principles. Following parliamentary procedures, ideas are presented, voted upon and confirmed by the president of the student body. Any student that is interested in leadership, organizational management, event planning or becoming more involved in the school's co-curricular undertakings are welcome to be involved. Each member must be aware of his or her duties and responsibilities as stipulated in

their Constitution and By-Laws which are adopted by all of the DepEd public secondary schools, as per DepEd Order No. 47, s. 2014, to wit:

Article VI Duties and Obligations of Students:

> Sec. 1 Every student has the responsibility to observe, at all times, the laws of the Republic of the Philippines, and the rules and regulations of the school.

> Sec. 2 Every student must pay on time all SSG fees as approved by DepEd issuances or by the Parents-Teachers and Community Association in an appropriate resolution.

> Sec. 3 Every student must support and promote the thrusts and objectives of the SSG.

> Sec. 4 Every student must abide by the SSG constitution and by-laws.

> Sec. 5 Every student must participate actively in all school activities.

> Sec. 6 Every student must exercise his/her rights and do his/her responsibilities as an SSG member.

Article VII Powers and Duties of the Supreme Student Government

> Sec. 1 The Supreme Student Government shall be the highest governing body of the entire studentry

> Sec. 2 The SSG shall have the following functions and responsibilities:

>> a. Formulate and recommend programs that will address relevant issues/concerns of the studentry;
>> b. Plan and implement policies and programs designed to promote students' rights and welfare;
>> c. Monitor and evaluate students' activities in school;
>> d. Create committees that the studentry deems necessary;
>> e. Advise and make recommendations to the school authorities regarding student matters, affairs, and activities;
>> f. Serve as a representative of the studentry in voicing their opinions, suggestions and grievances;
>> g. Act as Coordinating Council of all co-curricular organizations;
>> h. Have such other power and duties as the school authorities and the studentry may, from time to time, grant or delegate, consistent with its stated principles, objectives and school policies;
>> i. Spearhead drug abuse and youth smoking prevention program in the

school;

j. Monitor and supervise the election of Student Government Officers for the succeeding school year; and,

k. Turn-Over papers, documents, properties and other responsibilities to the incoming Student Government Officers.

The SSG Federations are divided into three levels: (1) Division Federation of Supreme Student Governments (DFSSG)--headed by the Division SSG President, elected by the SSG Presidents all over the division. (2) Regional Federation of Supreme Student Governments (RFSSG)--headed by the Regional SSG President, elected by the Division Presidents of the region. (3) National Federation of Supreme Student Governments (NFSSG)--headed by the National SSG President, elected by all the delegates of the National Leadership Training for Student Government officers.

Undeniably, the nation is beset with many problems that afflict the youth. As young as 13 to 15 years old, an alarming number of youth would resort to smoking, gambling, drinking and even taking drugs. Drug Addiction, has long been, and still is, a worrisome issue around the world. There are different reasons why people get addicted on becoming dependent on drugs. Some people start taking them because of pure curiosity, others engage in it, so as to improve their athletic performance or reduce stress and get rid of depression. It does not matter why and how people start taking illegal drugs, the main thing here is to get help at the right time and not to ruin their life and health. Another issue is teenage pregnancy. Jihii (2017), mentioned that the Philippine has one of the highest teen pregnancy rate in the world. Every hour, 24 babies are born to teenage mothers; that's 500 births every day. Many teenagers are having more than one child before they even reach their twenties. Data from the Philippine Statistics Authority (PSA) reveal that more than 18,000 girls between the ages of 15 and 19 have had a second child.

It is sad to note that bullying is also a serious problem confronting the youth. Bullying comes in different forms. Regretfully, the Philippines hold the fourth spot in countries with high rate of cyber bullying. Because of the increasing number of bullying cases, the Social Media Regulation Act of 2014 was enacted. This is to address the needs of people who suffer from mental and psychological anguish caused by the bullies. These are some of the many problems constantly attacking the youth today. The researcher believes that the youths are capable of solving them. They just need to be given a chance to prove their worth. Youths have the power to unite individuals.

The 1987 Philippine Constitution states in Section 13, Article II that "The state recognizes the vital role of the youth in nation-building and shall promote their physical, moral, spiritual, intellectual and social well-being. It shall inculcate in the youth nationalism and patriotism and encourage their involvement in public and civic affairs". Theis, (2007) supports this idea and said that the youth of the Philippines enjoy broader political freedom characterized by their involvement in decision-making in the government. There are many social manifestations that prove the realization of the constitutional mandate for the benefit of the Filipino youth.

In comparison with other youth in Asia and other parts of the world, the Filipino youth have a greater autonomy from the government, both local and national, and making them

partners in nation building. It is for this reason why the researcher was prompted to study the contribution of SSG officers to lead the youth in a straight path and contribute meaningfully in serving the country. The significant role of the SSG officers to sow the seeds of leadership among young learners must be highlighted for better appreciation of their role as partners in nation building. The researcher being the Youth Formation Coordinator (YFC) in the Schools Division of Bulacan monitors and evaluates the implementation of the Student Government Program (SGP) and sees to it that the existence of the organization serves its purpose using a standard tool from DepEd Region III, crafted by the Quality Assurance Technical Assistance Monitoring and Evaluation (QATAME) Team. Regularly, the YFC conducts consultative meetings to ensure effectiveness of the programs. Different activities leading to empowering the youth were observed and data were collected and analyzed. The results of the study will be used as guidelines for decision making.

Review of Related Theories, Literature and Studies

Related Theories

The theories used to guide the study are the following: (1) Contingency Theory; (2) Hexagon Theory (Student Leadership Development Theory); (3) Student Involvement Theory; (4) Public Interest Theory; and (5) Sociological Imagination. These theories are relevant to the aim of the study which is to determine how Supreme Student Government (SSG) may sow the seeds of leadership among young learners that may consequently contribute in addressing youth issues.

Contingency Theory. Fiedler (1958) contingency theory states that the effectiveness of leadership depends upon the situation. He emphasized the leader's personality, or psychological disposition, is a main variable in her/his ability to lead, and said that how the group receives the leader, the task involved, and whether the leader can actually exert control over the group are the three principle factors that determine how successful the leader-led arrangement will be. The leader must be inherently flexible because there are numerous factors, such as the nature of the task, leader's personality, and make-up of the group being led meaning there is no best way of leading and that a leadership style is effective in some situations and may not be in others. There needs to be good leader-member relations, task with clear goals and procedures, and the ability for the leader to mete out rewards and punishments.

This theory is related to the present study because it can be assumed that the ability of young learners to lead especially those who are officers in the Supreme Student Government (SSG), is contingent upon various situational factors. Sowing the seeds of leadership through Supreme Student Government (SSG) Program varies from one school to another depending on what leadership style the young learners have, the capabilities and behaviors of the followers or the students, and other factors. In this case SSG officers must find various ways in order to achieve the goal of the organization which is to enhance leadership prowess of the young learners.

"Hexagon Theory" on Student Leadership Development. The "hexagon theory" on Student Leadership Development according to Amirianzadeh (2011), emphasizes on systemic and comprehensive viewpoint which consider the factors related to person. It is necessary to analyze all of the aforementioned factors in three levels of individual, group and social and pave the way of leadership development with changing the students' attitude, knowledge, skill and behavior through education, training and development. Leadership development programs provide opportunities for students in order to access the following factors: Self-awareness, self-development, self-regulation, self-motivation, social awareness, social skills, multicultural awareness, comprehending leadership theories, emphasizing social values, having higher self-confidence, leadership skills. According to the hexagon theory, student leadership development

(SLD) can be increased. Using this theory makes accessible the realization of the following goals: (1) train a new generation of students in order to deal with the challenges and make themselves ready for better future; (2) the interactive relation among six sides of the theory helps to student leadership development since the mentioned six sides are integral parts of each other; (3) education, training and development should be taken into consideration continuously; (4) individuals, group and society can benefit from using this theory; and (5) it is necessary to pay attention to attitude, knowledge, skill and behavior in order for better use of hexagon theory.

This theory provides greater contribution to the present study since the new leadership paradigm in the third millennium era indicates more cooperation of individuals in various processes. Therefore, student leadership development in 21st century needs more cooperation of students in different era. However, this theory mentions that the formation of student leadership development will be done through a change in attitude, knowledge, skill and behavior. In line with this theory, sowing the seeds of leadership among young learners is affected by six important and effective components of student leadership, as well as the core attributes and characteristics of the SSG officers. It is important to note external forces affect leadership style of a leader. Hence willingness to learn, relearn and unlearn things is necessary to become an effective and efficient leader.

Student Involvement Theory. Astin's (1985) theory of student involvement explains how desirable outcome for institutions of higher education are viewed in relation to how students change and develop as a result of being involved co-curricularly. The core concepts of the theory are composed of three elements. The first element is the student's "inputs" such as their demographics, background, and any previous experiences. The second element is the student's "environment", which accounts for all of the experiences a student would have during college. Lastly, there are "outcomes" which cover student's characteristics, knowledge, attitudes, beliefs, and values that exist after a student has graduated college. Furthermore, researchers have continued to study this correlation with similar results. Student involvement in co-curricular activities such as student organizations, leadership positions, and activity in campus residence halls has a positive correlation with retention and academics (Kuh & Pike, 2005). Because of the positive aspects of co-curricular involvement, universities have been encouraging students to become involved. The greater the student's involvement, the greater the amount of student learning and personal development.

This theory is of great value to the present study. If we involve our youth in a variety of extra and co-curricular activities the more we enhance their leadership skills because as the saying goes, experience is the best way of learning, experiential learning develops leadership traits among young learners which will contribute in addressing youth issues through the Supreme Student Government (SSG). Involvement must be continuous, and that the amount of energy invested varies from student to student.

Public Interest Theory. This theory by Pigou (1932) stressed the importance of public interest and correcting inefficient practices by the regulations. They make action on the welfare of the whole society rather than individual's interest. The regulatory body are not making laws in their own favor, instead they consider the interest of an organization as a whole.

According this this theory, the government has a tendency to operate inefficiently if they give time to individual's interest rather than society or organization's interest. This is to give

emphasis on the prevalent issues and problems in society that needed much attention. Ignoring the importance of society as a whole makes them people less informed and lead them to be part of the society's crucial problems.

Therefore, this theory leads the present study that being aware and knowledgeable about the issues are important and this is the reason why SSG officers must be empowered to make necessary actions about these issues in order to find a better solution to these social problems which become worse as time passed by.

Sociological Imagination Theory. A term Mills (1959) developed, that refers to the capacity to see the association between our own lives and the social world in which we live in. When we utilize our sociological creative energy, we can recognize individual inconveniences. We can then open issues to see association between the events and states of our lives and the social and verifiable setting in which we live by.

This theory serves as one of the bases as to the significance of the present study. It discusses the role of SSG in combating social problems which are persistent nowadays. Resolving social issues has also been improved in the past. This can be hastened further today and in the future, provided that our nation has the wisdom and will to address them. Empowering the youth to make initiatives serves as one of the solutions in these haunting predicament that our society is facing today.

Related Literature

The following literary works were reviewed and provided as bases for the researcher's approach to the investigation. The materials enrich this study on how Supreme Student Government (SSG) sows the seeds of leadership among young learners which in turn may contribute to addressing youth issues.

DepEd Memorandum No. 4 s. 2012 provides the following policies:
(1) lay the ground for unity and cooperation among pupils and students by providing them a venue for improving their leadership, skills and abilities; (2) seek to train pupils and students to become better members of society anchored on the ideals and principles of participative democracy and good citizenship; harness the pupil and student government as partners in achieving quality education and academic excellence (Department of Education, 2012).

The SSG is the foremost co-curricular organization authorized to operate and implement pertinent programs, projects and activities in schools nationwide, as stated in the SSG By-Laws (Department of Education, 2014). The organization aims to improve leadership, knowledge, skills and attitudes of all students. These literature are related to present study because that serve as the guiding principle of the organization in training students to become productive members of society in accordance with the ideals and principles of participatory and good citizenship.

Social Issues. The social issues that our students are facing nowadays include Drug Addiction, Teenage Pregnancy and Bullying. (Sanchez and Agpaoa cited in Agustin, 2018). It can be observed that one social problem leads to another. The interrelatedness of social problems

is apparent in our society today specifically the slums of great cities in the Philippines. Slums are characterized by overcrowded housing, poverty, high criminality rates, prostitution, broken homes, and the like. Overcrowding in housing is correlated with high infection disease rates. Thus, there is a high possibility that one problem leads to another social problem.

Use of Illegal Drugs. The Philippines has a governing law on illegal drugs use and abuse. In Article IV of R.A. 9165, some sections which focus on participation of the family, students, teachers and school authorities in the enforcement of this law are included. In sec. 41 (Involvement of the Family), it is stated that the family shall be the one responsible in raising awareness of the family about illegal drugs. Sec. 42 (Student Councils and Campus Organizations) states that all elementary. Secondary and tertiary schools shall include programs and prevention activities on drug use and abuse in strengthening the knowledge of the students on this problem. Moreover. Sec. 43 (School Curricula) states that there should be an integration of instruction on drug use and abuse in elementary, secondary and tertiary curriculum in all private and public schools. These two sections are relevant to the present study. The researcher was provided with the ideal that school has an important role in the prevention of drug use and abuse among learners.

In addition, in accordance with the pertinent provision of Republic Act (R.A.) 7722, otherwise known as the "Higher Education Act of 1994" and in support to the Dangerous Drug Board's (DDB) national anti-drug campaign to a drug resistant Philippines, a drug use and abuse prevention program is proposed in the Philippines through education. According to this literature, prevention must focus on education. Importance and effectiveness of prevention must be given attention to lessen or totally diminish the drug use and abuse in our country.

Teenage Pregnancy. The 2013 National Demographic and Health Survey (NDHS), revealed that one out of ten Filipino teenager aged 15-19 became a teen mother. It also showed that 2% of teenage mothers are pregnant with their first child and 8% is already mothers. While among young adult women age 20-24.4% are pregnant with their first child and 43% are already mothers.

Based on the survey, the researcher believes that this is one of the major problems in the Philippines. Teenage pregnancy is a major problem, a family problem, and a community problem that results in another social issues in today's generation.

Bullying. Republic Act 10627 also known as Anti-Bullying Act" aims to protect children enrolled in kindergarten, elementary, secondary schools and learning centers (collectively, "Schools") from being bullied. It requires Schools to adopt policies to address the existence of bullying in their respective institutions. As of 2013, with the implementation of the Anti - Bullying Act, schools have become better able to protect their students against acts of abuse from their peers. Under this Anti-Bullying Act, it states that bullying occurs when one or more of the following occurs as a result of verbal, physical or even electronic or online actions by one or a group of students.

Reported cases make clear that bullying, goes beyond physical harm such as punching, pushing or kicking. It also includes verbal abuse that causes emotional or psychological turmoil on a child, or wrongly aims to taint another student's reputation. The policies under the Anti-

Bullying Act clearly protects students against bullying while on school grounds and within its perimeter. It also takes effect at school functions or programs, whether these are within the school grounds or at an outside venue. The researcher believes that this literature brings insight to the study to increase awareness and offer solutions to existing problems caused bullying. Empowering the youth to participate in different programs and intervention yields to strong leadership among young learners.

Related Studies

Effectiveness of Student Council Leadership on Learners Discipline Management in Secondary Schools. Thinguri & Jared (2017) made a critical analysis on the effectiveness of student council leadership on learners' discipline management in secondary schools in Kenya. The student council leadership which is participatory form of governance is a good idea that existed not only in Kenya but also in other countries. Though it is quite ineffective, but when made effective can be used to improve discipline management on learners in secondary schools. Effective student council promote collaborative, consultative leadership to enhance schools' achievement of the objective and education goals and to make learners develop into responsible members of the community.

The Filipino Youth Today: Their Strengths and the Challenges They Face. More than a hundred years ago, the country's national hero, Dr. Jose P. Rizal said that the youth is the "fair hope of the fatherland." Indeed, how well the country will fare, decades from now, will depend on the performance of its future leaders and citizens – today's youth. Youth has been said to be the most challenging period in one's life. However, several challenges confront the Filipino youth of today which may affect the future of the fatherland (Puyat, 2005).

Activating the Role of Youth. Youth participation in every stage of various youth-related programs and policies is the key to success of policy implementation. Activating youth role actually lightens government's burden in managing youth needs and overcoming their problems. Youth's position is seen as important in civic life through the term "successor generation", both in the context of struggle for independence and development. The growth of youth political awareness should not be seen as a threat, but a potential to improve the leadership circulation and youth initiative. However, youth is not the only successor generation, but also the current generation who had the consciousness to determine their own fate in the future if only the government would listen and answer to their needs (Ramadhan, 2013). It is important that every citizen has a sense of responsibility towards society. As stated by John F. Kennedy, everybody needs to ask what he or she can do for the country, and not just waiting for what the country offers him. Activating the role of youth yields to better performance.

Supreme Student Government in Programs and Resources on School-Community Linkages. Cortes (2016) conducted a study to determine the role of the Supreme Student Government (SSG) in school programs and projects and to how these affect school-community linkages, and found out that there is high significant correlation that exist between the activities of the SSG and the School-Community Linkages.

In relation to this study, the activities of the Supreme Student Government (SSG) highly affect the leadership and partnership existing in the school community in terms of financial and technical support which may be one of the ways in enhancing leadership among young learners.

The Effects of Student Government in Makati High Schools. Cayabyab & Racho (2015), studied the effects of the Student Government to high school students in relation to how the school manages the welfare of the students, and of the school, too. The results of the study showed that the performance of the Supreme Student Government (SSG) through its officers is not enough to satisfy the needs of the students and of the school.

Enhancement of student leadership among young learners in terms of their attributes and characteristics is important in intensifying the performance of the Student Government in addressing the bilateral concerns and issues of the students and of the school.

Student government leadership in the 21st century: its importance and why it must be supported. Scruggs (2014), determined what makes student government so important and relevant in higher education and how it could support student leaders. The study found out that experiences on student governance is important in developing a student government leader which will put impact to higher institutions.

Student governance enhance leadership skills of young learners which will help in improving the school and the young learners themselves.

Conceptual Framework

   The conceptual framework presents the input, process and the expected output of the study which may be a great help in enhancing leadership among learners through the Supreme Student Government (SSG) and thereby contribute in addressing youth issues. The Input box consists of legal bases and reports on cases that provide information to the problem under study. The Process box presents the methods in gathering data using survey questionnaire, Interview guide question and observation of SSG Activities. The Output box is the proposed Enhancement Program on Leadership among Young learners as a result of the study.

INPUT	PROCESS	OUTPUT
A. Legal Bases 1. 1987 Constitution of the Republic of the Philippines 2. Education Act of 1982 3. DepEd Order No. 47, s. 2014 (Constitution and By Laws of the Supreme Pupil Government and Supreme Student Government in Elementary and Secondary Schools) 4. DepEd Order No. 11, s. 2016 (Additional Guidelines to DepEd Order No. 47 s. 2014) 5. DepEd Order No. 49, s. 2011 (Mandated Programs, Projects, and Activities of the Supreme Student Government) B. Consolidated Report on Cases of Learners (Secondary)	Data Gathering 1. Survey Questionnaire 2. Interview Guide 3. Observation of SSG Activities Analysis of Data Data Interpretation	Proposed Enhancement Program on Leadership among Young Learners through the Supreme Student Government (SSG)

Research Questions

The general problem of the study is: How does the Supreme Student Government help in sowing the seeds of leadership among young learners which may contribute in addressing youth issues?

Specifically, it sought answers to the following questions:
1. How may the Supreme Student Government's competency as perceived by the officers and Teacher-Advisers be described in terms of:
   1.1 functions and responsibilities;
   1.2 objectives; and
   1.3 mandated programs, projects and activities (PPAs)?

2. How may the SSG officers'/ youth leaders' level of performance in activities addressing youth-related issues be described in terms of:
   2.1 drug addiction;
   2.2 teenage pregnancy; and
   2.3 bullying?

3. What core attributes and characteristics do Supreme Student Government Officers and Teacher-Advisers need to possess for the attainment of sowing the seeds of leadership among young learners?

4. How does leadership among learners through involvement in the Supreme Student Government contribute in addressing the following issues:
   4.1 drug addiction;
   4.2 teenage pregnancy; and
   4.3 bullying?

5. What program may be proposed to enhance the development of leadership abilities among young learners?

Significance of the Study

The study proves to be beneficial to the following:

Supreme Student Government (SSG). The study provides insights and basis for the Supreme Pupil Government and Supreme Student Government in crafting programs, projects and activities.

Young Learners. The study will open the eyes of the young learners in their big role as hope of the nation. Thus, young learners will continue to improve and develop passionate love for the country, values, and competencies that will contribute meaningfully in nation building.

Youth Formation Coordinator. The result of the study will give insights and basis for the Youth Formation Coordinator in the central, regional and division level on how to improve or change the policies, programs, projects and activities that will address the challenges of the young learners.

Government. The study will help the government in making policies, programs, projects and activities that will enable youth empowerment and address the prevalent challenges of the young learners.

Academic Researchers. The study provides future researchers guide and reference for further study about student government and youth empowerment.

Scope and Delimitations

The study was conducted in order to highlight the role of SSG in sowing the seeds of leadership among young learners. It yields the basis for the proposal for the enhancement of school programs, projects and activities which will address the social problems faced by the young learners such as, but not limited to, drug addiction, teenage pregnancy, and bullying. The study was conducted between February and September, 2018, in which public secondary schools in five municipalities in the province of Bulacan, were involved.

Method

Type of Research

The study made use of the mixed-methods design to expound on the inculcation of leadership traits among learners through the Supreme Student Government (SSG) which may be used in addressing the youth issues such as drug addiction, teenage pregnancy, and bullying.

Specifically, the researcher used the sequential explanatory design of mixed-methods wherein collection and analysis of quantitative data is in the first phase. It is then followed by the collection and analysis of qualitative data which the results may be used as a support for and confirmation of the quantitative results.

In this purpose of mixed method design, the quantitative part of the study focused on the data about the Supreme Student Government (SSG) in terms of its functions, objectives, and mandated programs, projects and activities. It also focused on determining the level of performance of SSG in contribution to addressing youth issues of drug addiction, teenage pregnancy, and bullying were the primary concerns. Furthermore, another focal point of this quantitative part is the perception of young learners on what are the core attributes and characteristics need to be possessed by the SSG officers and Teacher-Advisers for the attainment of sowing the seeds of leadership among young learners.

As for the qualitative part of the study, the study focused on the views and insights of the young learners and Teacher-Advisers with regard to how may the SSG contribute in addressing youth issues of drug addiction, teenage pregnancy, and bullying. As well as the SSG's suggestions and recommendations with regard to enhancement programs, projects and activities to further enhance leadership among young learners.

Respondents/ Informants

The respondents and informants of the study included the Teacher-Advisers and officers of the Supreme Student Government for the School Year 2018-2019, of the public secondary schools in the municipalities of Bulakan, Calumpit, Hagonoy, Paombong, and Pulilan. These municipalities composed the Educational District I (EDDIS I) of the Schools Division of Bulacan. Table 1 shows a listing of public secondary schools from the aforementioned municipalities, and the corresponding number of respondents from each school.

For the informants, one informant per school is chosen by the student body who best represent the student government.

Table 1
List of Public Secondary Schools per Municipality with Corresponding Number of Respondents

Municipality	Public Secondary Schools	Teacher Adviser (SSG Adviser)	SSG Officers
Bulakan	Dona Candelaria Meneses Duque Memorial High School	1	13
	Romeo Acuna Santos Memorial High School	1	11
	San Francisco Xavier High School	1	13
	Taliptip National High School	1	13
Calumpit	Calumpit National High School	1	13
	Caniogan High School	1	13
	Sta. Lucia High School	1	13
	Frances National High School	1	13
	San Miguel-Meysulao High School	1	13
Hagonoy	San Pedro National High School	1	13
	Sta. Monica National High School	1	13
	Iba National High School	1	13
	Ramona S. Trillana High School	1	13
Paombong	San Roque National High School	1	13
	Kapitangan National High School	1	13
	Sta. Cruz National High School	1	13
	Pinalagdan High School	1	11
Pulilan	Bajet-Castillo High School	1	13
	Dampol 2nd National High School	1	13
	Engr. Virgilio V. Dionisio Memorial High School	1	13
	Sta. Peregrina High School	1	13

Data in Table 1, show that there are 21 public secondary schools in EDDIS I. Each SSG, in integrated public secondary schools is composed of 1 Teacher-Adviser and 13 officers. However, two secondary schools do not offer senior high school meaning they only have 11 officers and 1 teacher-adviser namely Romeo Acuna Santos Memorial High School in Bulakan and Pinalagdan High School in Paombong. Thus, the study involved 290 respondents only.

Sampling Method

Respondents of the study were selected purposively. Since the main research objective is centered on the Supreme Student Government (SSG) officers as they sow the seed of leadership

among young learners, the researcher deemed it necessary to gather pertinent data from the student-officers together with their Teacher-Advisers. Moreover, to facilitate data gathering, the SSG officers and Teacher-Advisers from public secondary schools in EDDIS I were selected as respondents of the study since the researcher has direct access to these schools being the Youth Formation Coordinator (YFC) assigned to the said educational district.

According to Palinkas (2013), the purposive sampling technique, also called judgement sampling, is the deliberate choice of a participant due to the qualities the participant possesses. It is a non-random technique that does not need underlying theories or a set number of participants. Therefore, the select groups are within the areas handled by the researcher. The chosen groups can give with all willingness the data that is needed by the researcher.

Instruments

The study utilized survey questionnaire and interview guide, as well as observation as instruments to gather data.

The researcher made use of structured survey questionnaire which featured questions and provided several possible answers that the respondents will select the most appropriate answer for. Aquino (1992), such approach elicited data from the officers of SSG regarding their perception and knowledge about the operational activities of the Supreme Student Government (SSG) and how it contributes in addressing youth issues. Prior to deciding on the questionnaire to be used, the researcher made intensive readings of books, articles, journals and DepEd communications to come up with a relevant and good survey instrument. The questionnaire is designed with the data from DepEd Order No. 47 s. 2014 *(Constitution and By-Laws of the Supreme Pupil Government and Supreme Student Government in Elementary and Secondary Schools)*, DepEd Order No. 11 s 2018 *(Guidelines on the Adoption of the Organization and Election of the Supreme Student Government in the Integrated Schools and Stand-Alone Senior High Schools Nationwide for SY 2016-2017)*, DepEd Order No. 49, s. 2011 *(Mandated Programs, Projects and Activities of the Supreme Student Government),* and the Leadership Self-Assessment Questionnaire taken from the website of nwlink.

The first part of the questionnaire is comprised of the perceived competence of the SSGs in SDO-Bulacan in terms of functions/responsibilities, objectives and the mandated programs, projects and activities (PPAs). Part II is comprised of the perceived level of performance of SSG officers in SSG activities that address youth-related issues of drug addiction, teenage pregnancy and bullying. Lastly, part III of the questionnaire pertains to the core attributes and characteristics of SSG officers and advisers. The questionnaire was validated by Agnes R. Bernardo, Ph.D. an Education Program Supervisor of the Curriculum and Implementation Division of SDO Bulacan and research adviser of Bulacan State University, and Ferdinand H. Magpayo, Ph.D., a Senior Education Program Specialist of the Schools Governance and Operations Division of SDO-Bulacan.

The researcher also made and prepared semi-structured interview guide questions, a data collection strategy in which the researcher asks informants a series of predetermined but open-ended questions (Given, 2008), to gather data regarding on how may the SSG contribute in

addressing youth-related issues of drug addiction, teenage pregnancy and bullying. The interview guide questions were personally made taking into consideration the perception and experiences of the SSG officers in the implementation of the student government program.

Data Collection Procedure

Upon approval of the research proposal, a meeting with the school heads of the 21 public secondary schools in EDDIS I was held last February 2018 to inform and orient them on the conduct of the study. In the said meeting schedules were arranged for the distribution and administration of questionnaires to target respondents, as well as for the interview of selected informants. Distribution and administration of questionnaires to respondents from schools within the same municipality were scheduled on the same week from March to April, 2018. Conduct of the interview with the select informants took into consideration their individual schedules and commitments.

Ethical Considerations

To ensure that there would be no harm to informants, the researcher secured permission from the Schools Division Superintendent, Zenia G. Mostoles, Ed.D., CESO V, through the Schools Division Research Committee attesting that the study had conformed to the ethical standards . Likewise, consent from the parents/guardians of the students was secured. After the approval, the researcher personally administered the instrument to the respondents. Confidentiality was given paramount importance. All the pertinent documents, face to face interviews and transcripts were protected to maintain privacy of informants and confidentiality of the process. A time allowance of one (1) week was given to the student-respondents to answer the questionnaires. Observation and interview were also done to gather other data and were kept confidential. Since the study only covered SSGs of public secondary schools from a particular educational district of the division, findings of the study may not be generalized for the whole Schools Division of Bulacan.

Data Analysis

The researcher made use of frequency, percentage and mean to describe the competency of the SSGs in terms of functions and responsibilities, objectives and mandated program, projects and activities (PPAs). The same statistical analysis tools were used to describe the level of performance of the SSG officers in activities that address different youth issues, as well as the core attributes and characteristics of SSG officers and advisers. Responses were categorized and interpreted using the following matrix and equivalencies:

Mean	Interpretation		
	Competence in Terms of Functions, Objectives and PPAs	**Level of Performance in SSG Activities that Address Youth Issues (Drug addiction, Teenage Pregnancy, Bullying)**	**Core Attributes and Characteristics of SSG Officers and Advisers**
4.21 – 5.00	Highly Competent	Very Good	Always True
3.41 – 4.20	Competent	Good	Almost Always True
2.61 – 3.40	Moderately Competent	Satisfactory	Frequently True
1.81 – 2.60	Slightly Competent	Poor	Seldom True
1.00 – 1.80	Not Competent	Very Poor	Not True

Thematic presentation of qualitative data were used to provide in depth analysis of how leadership among learners through the SSG program contribute in addressing youth-related issues of drug addiction, teenage pregnancy, and bullying.

Results and Discussion

Supreme Student Government Competency as Perceived by Officers and Teacher-Advisers

Twenty-one sets of Supreme Student Government officers and Teacher-Advisers from public secondary schools from the first educational district of the Division of Bulacan were asked to describe the competence of their schools' SSG in terms of functions and responsibilities, objectives and mandated programs, projects, activities (PPAs).

Functions and Responsibilities

Table 2.1-A

SSG Youth Leaders' Competency as Perceived by Officers in Terms of their Functions and Responsibilities

Item Statement		NC (1)	SC (2)	FC (3)	C (4)	HC (5)	Mean	RC
SSG supports and promotes the ideals, principle, thrusts, and objectives of the SSG, the school, and the Department of Education.	F	0	0	10	90	169	4.59	HC
	%	0%	0%	3.72%	33.46%	62.83%		
SSG ensures fair, efficient, and effective delivery of services to the student body.	F	0	0	13	103	153	4.52	HC
	%	0%	0%	4.83%	38.29%	56.88%		
SSG formulates and recommends programs, projects and activities that will address relevant issues and concern of the students.	F	0	0	9	74	186	4.66	HC
	%	0%	0%	3.35%	27.51%	69.14%		
SSG plans, implements and enforces policies designed to protect and promote the student's rights and welfare.	F	0	1	6	79	183	4.65	HC
	%	0%	0.37%	2.23%	29.37%	68.03%		
SSG spearheads all DepEd-driven thrusts, programs, projects and activities of the student government.	F	0	1	10	89	169	4.58	HC
	%	0%	0.37%	3.72%	33.09%	62.83%		
Overall Mean							4.60	HC

F - Frequency; % - Percent; NC – Not Competent; SC – Slightly Competent; FC – Fairly Competent; C – Competent; HC – Highly Competent; RC – Response Category

Data from Table 2.1-A reveal that SSG officers perceived that their respective school's SSG is *highly competent* in the performance of its functions and responsibilities with an overall

mean of 4.60. Generally, in all stated functions and responsibilities of the SSG, they perceived high competence among SSGs. Moreover, it appears that the functions/responsibilities where the SSGs has the highest competence are formulating and recommending programs, projects and activities that will address relevant issues and concern of the students ($\bar{x}$ = 4.66) and planning, implementing and enforcing policies designed to protect and promote the student's rights and welfare ($\bar{x}$ = 4.65).

Results of the study implies that the SSG officers are fully aware of their functions and responsibilities. This implies further that school clubs and organizations serve as training grounds for students who are potential leaders of the society they now belong. The experiences they gained from the organization will be helpful also in managing small or big organizations in the community. Cortez (2016).

Table 2.1-B
SSG Youth Leaders' Competency as Perceived by Teacher-Advisers in Terms of their Functions and Responsibilities

Item Statement		NC (1)	SC (2)	FC (3)	C (4)	HC (5)	Mean	RC
SSG supports and promotes the ideals, principle, thrusts, and objectives of the SSG, the school, and the Department of Education.	*F*	0	0	0	5	16	4.76	HC
	%	0%	0%	0%	23.81%	76.19%		
SSG ensures fair, efficient, and effective delivery of services to the student body.	*F*	0	0	0	6	15	4.71	HC
	%	0%	0%	0%	28.57%	23.81%		
SSG formulates and recommends programs, projects and activities that will address relevant issues and concern of the students.	*F*	0	0	0	7	14	4.67	HC
	%	0%	0%	0%	33.33%	66.67%		
SSG plans, implements and enforces policies designed to protect and promote the student's rights and welfare.	*F*	0	0	0	10	11	4.52	HC
	%	0%	0%	0%	47.62%	52.38%		
SSG spearheads all DepEd-driven thrusts, programs, projects and activities of the student government.	*F*	0	0	0	5	16	4.76	HC
	%	0%	0%	0%	23.81%	76.19%		
Overall Mean							*4.69*	*HC*

F - Frequency; % - Percent; NC – Not Competent; SC – Slightly Competent; FC – Fairly Competent; C – Competent; HC – Highly Competent; RC – Response Category

For Teacher-Advisers, Table 2.1-B shows that they perceived the SSGs as *highly competent* in the performance of their functions and responsibilities with an overall mean of 4.69. This mean is slightly higher with that of the result from the responses of the student-officers. Similar with the previous results from the officers, advisers perceived that SSGs are *highly competent* in all stated functions and responsibilities. However, for advisers, results indicate that among those functions and responsibilities, the following got the highest means ($\bar{x}$ =

4.76) : SSG supports and promotes the ideals, principle, thrusts, and objectives of the SSG, the school, and the Department of Education; and SSG spearheads all DepEd-driven thrusts, programs, projects and activities of the student government.

The results implies further that the SSG is perceived by the teachers as a venue for students to express their potential leadership abilities and a training grounds for students in the socialization process. Moges and Weber (2014) pointed out the importance of giving valuable support to a child from their community.

Objectives

Table 2.2-A

SSG Youth Leaders' Competency as Perceived by Officers in Terms of Objectives

Item Statement		NC (1)	SC (2)	FC (3)	C (4)	HC (5)	Mean	RC

		NC	SC	FC	C	HC	Mean	RC
SSG helps students develop passionate love of country, values, and competencies that will enable them to realize their full potential and to contribute meaningfully to the nation.	*F*	0	0	5	81	183	4.66	HC
	%	0%	0%	1.86%	30.11%	68.03%		
SSG develops a student-friendly, safe, and motivating learning environment.	*F*	0	2	5	64	198	4.70	HC
	%	0%	0.74%	1.86%	23.79%	73.61%		
SSG represents the students in the policy-making body of the school concerning the student's rights and welfare.	*F*	0	1	3	113	152	4.55	HC
	%	0%	0.37%	1.12%	42.01%	56.51%		
SSG nurtures an inclusive, service-oriented, gender-sensitive, and environment conscious community.	*F*	1	1	15	118	134	4.42	HC
	%	0.37%	0.37%	5.58%	43.87%	49.81%		
SSG develops self-confidence, critical thinking, problem-solving, decision-making, and learning among the student body and to utilize these skills in contributing towards nation-building.	*F*	0	1	14	76	178	4.60	HC
	%	0%	0.37%	5.20%	28.25%	66.17%		
SSG empowers the students to strive for excellence in academics, leadership, and social responsibility, to encourage them to be proactive members of the society.	*F*	0	0	5	71	193	4.70	HC
	%	0%	0%	1.86%	26.39%	71.75%		
SSG upholds the values, principles, and ideals of the Department of Education.	*F*	0	1	4	102	162	4.58	HC
	%	0%	0.37%	1.49%	37.92%	60.22%		
SSG serve, protect, and promote the rights and welfare of every students.	*F*	0	0	4	83	182	4.66	HC
	%	0%	0%	1.49%	30.86%	67.66%		
Overall Mean							*4.61*	*HC*

F - Frequency; % - Percent; NC – Not Competent; SC – Slightly Competent; FC – Fairly Competent; C – Competent; HC – Highly Competent; RC – Response Category

In terms of objectives, the SSG officers perceive that their schools' SSG is *highly competent* (overall mean, 4.61) in meeting such objectives. In addition, the objectives that gained the highest mean competency are (1) SSG develops a student-friendly safe, and motivating learning environment and (2) SSG empowers the students to strive for excellence in academics, leadership, and social responsibility, to encourage them to be proactive members of the society, both with a mean of 4.70.

According to Flanagan and Faison (2008), democracies must ensure that each generation of citizens identify with the common good and become engaged members of their communities. Such goals are prominent in the mission of public schools and community youth organization.

Table 2.2-B
SSG Youth Leaders' Competency as Perceived by Teacher-Advisers in Terms of Objectives

Item Statement		NC (1)	SC (2)	FC (3)	C (4)	HC (5)	Mean	RC
SSG helps students develop passionate love of country, values, and competencies that will enable them to realize their full potential and to contribute meaningfully to the nation.	*F*	0	0	0	4	17	4.81	HC
	%	0%	0%	0%	19.05%	80.95%		
SSG develops a student-friendly safe, and motivating learning environment.	*F*	0	0	0	1	20	4.95	HC
	%	0%	0%	0%	4.76%	95.24%		

		NC (1)	SC (2)	FC (3)	C (4)	HC (5)	Mean	RC
SSG represents the students in policy-making body of the school concerning the student's rights and welfare.	F	0	0	0	5	16	4.76	HC
	%	0%	0%	0%	23.81%	76.19%		
SSG nurtures an inclusive, service-oriented, gender-sensitive, and environment conscious community.	F	0	0	0	1	20	4.95	HC
	%	0%	0%	0%	4.76%	95.24%		
SSG develops self-confidence, critical thinking, problem-solving, decision-making, and learning among the student body and to utilize these skills in contributing towards nation-building.	F	0	0	0	6	15	4.71	HC
	%	0%	0%	0%	28.57%	71.43%		
SSG empowers the students to strive for excellence in academics, leadership, and social responsibility, to encourage them to be proactive members of the society.	F	0	0	0	5	16	4.76	HC
	%	0%	0%	0%	23.81%	76.19%		
SSG upholds the values, principles, and ideals of the Department of Education.	F	0	0	0	2	19	4.90	HC
	%	0%	0%	0%	9.52%	90.48%		
SSG serve, protect, and promote the rights and welfare of every students.	F	0	0	0	4	17	4.81	HC
	%	0%	0%	0%	19.05%	80.95%		
Overall Mean							4.83	HC

F - Frequency; % - Percent; NC – Not Competent; SC – Slightly Competent; FC – Fairly Competent; C – Competent; HC – Highly Competent; RC – Response Category

As can be gleaned from the data in Table 2.2-B, the Teacher-Advisers share the same perception with the officers that the SSG is *highly competent* in meeting its objectives, with overall mean of 4.83. Interestingly, the objective of the SSG pertaining to developing a student-friendly safe, and motivating learning environment gained the highest mean competence (4.95) the same with the results for the officers. The other objective where the SSG has highest competence as perceived by the advisers is nurturing an inclusive, service-oriented, gender-sensitive, and environment conscious community, with a mean of 4.95 as well.

According to Avert (2007), the attitudes, beliefs and behavior of young people are developed through education. SSG plays an important role in changing ones thinking and action like developing a motivating learning environment.

Mandated Programs, Projects and Activities (PPAs)
Table 2.3-A
SSG Youth Leaders' Competency as Perceived by Officers in Terms of Activities

Item Statement		NC (1)	SC (2)	FC (3)	C (4)	HC (5)	Mean	RC
SSG organizes the participation of students and volunteers in the annual Brigada Eskwela.	F	0	0	15	49	205	4.71	HC
	%	0%	0%	5.58%	18.22%	76.21%		
SSG leads/participates in	F	1	1	24	112	131	4.38	HC

Item Statement		NC (1)	SC (2)	FC (3)	C (4)	HC (5)	Mean	RC
the National Greening Program (NGP) and other environment-related activities.	%	0.37%	0.37%	8.92%	41.64%	48.70%		
SSG conducts reading and tutorial services.	F	7	3	68	102	89	3.98	C
	%	2.60%	1.12%	25.28%	37.92%	33.09%		
SSG assists in ensuring that the school is a smoke/tobacco free place.	F	1	5	34	109	120	4.27	HC
	%	0.37%	1.86%	12.64%	40.52%	44.61%		
SSG leads students in organizing activities in the celebration of the World Teachers Month campaign.	F	0	0	10	37	222	4.79	HC
	%	0%	0%	3.72%	13.75%	82.53%		
SSG conducts awareness campaign for youth issues (i.e. drug addiction, teenage pregnancy, and bullying).	F	1	1	18	101	148	4.47	HC
	%	0.37%	0.37%	6.69%	37.55%	55.02%		
Overall Mean							4.43	HC

F - Frequency; % - Percent; NC – Not Competent; SC – Slightly Competent; FC – Fairly Competent; C – Competent; HC – Highly Competent; RC – Response Category

Based from the data in Table 2.3-A, it can be deduced that officers perceived that SSG is *highly competent* in terms of performing mandated PPAs as reflected by the overall mean of 4.43 (*highly competent*). It appears that among these PPA's, the SSG garnered the highest mean competence in leading students in organizing activities in the celebration of the World Teachers Month campaign with a mean of 4.79 (*highly competent*), followed by organizing the participation of students and volunteers in the annual Brigada Eskwela, with mean of 4.71, also *highly competent*. A closer look at the data reveals that the conduct of reading and tutorial services is where the SSG has the least mean competence (3.98 – *Competent*). This suggests that among SSGs of the 21 public secondary schools in EDDIS I, activities related to reading and tutorial services (academics) seemed to be least prioritized among the mandated PPAs.

The results of the study implies that there is a very strong manifestation of leadership skills among SSG officers in organizing activities. There is an evidence of cooperation between school and community. The results also implied that community fully supports the program and projects of the SSG. The results of the study is supported by Masumoto and Brown-Welty (2009) with their statement that in school setting, education leaders range from teacher-leaders, principals, superintendents to student leaders and community leaders involved in the school. Regardless of the leadership level, there are universal characteristics that commonly surface when considering the qualities of effective leaders: sense of vision, ability to set goals and plans, personal charisma, strong communication skills, strong sense of self and personal convictions, relationship and empathy skills, and the ability to motivate and influence others.

Table 2.3-B
SSG Youth Leaders' Competency as Perceived by Teacher-Advisers in Terms of Activities

Item Statement		NC (1)	SC (2)	FC (3)	C (4)	HC (5)	Mean	RC

SSG organizes the participation of students and volunteers in the annual Brigada Eskwela.	*F*	0	0	0	1	20	4.95	HC
	%	0%	0%	0%	4.76%	95.24%		
SSG leads/participates in the National Greening Program (NGP) and other environment-related activities.	*F*	0	0	0	6	15	4.71	HC
	%	0%	0%	0%	28.57%	71.43%		
SSG conducts reading and tutorial services.	*F*	0	0	7	10	4	3.86	C
	%	0%	0%	33.33%	47.62%	19.05%		
SSG assists in ensuring that the school is a smoke/tobacco free place.	*F*	0	0	4	10	7	4.14	C
	%	0%	0%	19.05%	47.62%	33.33%		
SSG leads students in organizing activities in the celebration of the World Teachers Month campaign.	*F*	0	0	0	1	20	4.95	HC
	%	0%	0%	0%	4.76%	95.24%		
SSG conducts awareness campaign for youth issues (i.e. drug addiction, teenage pregnancy, and bullying).	*F*	0	0	1	8	12	4.52	HC
	%	0%	0%	4.76%	38.10%	57.14%		
Overall Mean							*4.52*	*HC*

F - Frequency; % - Percent; NC – Not Competent; SC – Slightly Competent; FC – Fairly Competent; C – Competent; HC – Highly Competent; RC – Response Category

From the data in Table 2.3-A, advisers of the SSG perceived that the SSG is *highly competent* in doing the mandated PPAs as revealed by the overall mean competence of 4.52 (*highly competent*). Similar with the perception of the officers, the SSG garnered highest mean competence in the following PPAs: (1) organizing the participation of students and volunteers in the annual Brigada Eskwela; and (2) leading students in organizing activities in the celebration of the World Teachers Month campaign, both with mean competence of 4.95. With regards to the PPA with the least mean competence, advisers agree with student-officers that conducting reading and tutorial services has the lowest mean of 3.86 (*Competent*), followed by assisting in ensuring that the school is a smoke/tobacco- free place ($\bar{x}$ = 4.14).

The study implies that SSG officers are hesitant in rendering tutorial services to his/her fellow students and based on the interview, they are hesitant because for them the best person to do this are their teachers.

Level of Performance in Activities of SSG that Address Youth Issues

Issues confronting young learners are also areas of concerns for the Supreme Student Government. At their level as young leaders, certain activities are initiated and conducted to somehow help in addressing issues like drug addiction, teenage pregnancy and bullying. SSG officers and advisers were asked to describe their level performance in SSG activities that address these issues.

Drug Addiction

Table 3.1-A
Level of Performance of Officers in SSG Activities that Address Drug Addiction Issues as Perceived by SSG Officers

Item Statement		VP (1)	P (2)	S (3)	G (4)	VG (5)	Mean	RC
Launch programs, projects and activities in line with the Preventive Drug Education Program Campaign (DepEd Order No. 30 s. 2018).	F	1	2	63	112	91	4.08	G
	%	0.37%	0.74%	23.42%	41.64%	33.83%		
Conduct symposium on the effect of illegal drugs to one's health.	F	1	9	60	122	77	3.99	G
	%	0.37%	3.35%	22.30%	45.35%	28.62%		
Report to school authorities the incidents of the use of illegal drugs and intoxicating drinks.	F	5	11	62	67	123	4.09	G
	%	1.86%	4.09%	23.05%	24.91%	45.72%		
Conduct orientation –seminars for parents regarding the effect of illegal drugs to the youth.	F	7	25	62	85	90	3.84	G
	%	2.60%	9.29%	23.05%	31.60%	33.46%		
Overall Mean							4.00	G

F - Frequency; % - Percent; VP – Very Poor; P – Poor; S – Satisfactory; G- Good; VG – Very Good;
RC – Response Category

Table 3.1-A presents the level of performance of SSG officers in activities that address drug addiction as perceived by SSG officers themselves. Results show that SSG officers have *good* performance in activities that address drug addiction issues, with overall mean performance of 4.00. In general, they rated themselves *good* (mean ranging from 3.84 to 4.09) in all stated activities that help address drug addiction. In addition, among these activities, reporting to school authorities the incidents of the use of illegal drugs and intoxicating drinks is perceived by the SSG officers as the one in which they had the highest mean performance rating of 4.

Philip, Edna and Samson (2016), have revealed that the academic performance of the students were significantly affected if they use illegal drugs. They also stressed on the social and psychological implications of drug use and abuse among students. One of these is absenteeism which eventually leads to stopping the formal schooling due to the involvement in the illegal drugs which affect the normal life of students. They may also be involved in some criminal acts both within and outside environment.

Table 3.1-B
Level of Performance of Officers in SSG Activities that Address Drug Addiction Issues as Perceived by Teacher-Advisers

Item Statement		VP (1)	P (2)	S (3)	G (4)	VG (5)	Mean	RC
Launch programs, projects and activities in line with the Preventive Drug Education Program Campaign (DepEd	F	0	1	7	10	3	3.71	G
	%	0%	4.76%	33.33%	47.62%	14.29%		

Item Statement		VP (1)	P (2)	S (3)	G (4)	VG (5)	Mean	RC
Order No. 30 s. 2018).								
Conduct symposium on the effect of illegal drugs to one's health.	F	0	2	5	11	3	3.71	G
	%	0%	9.52%	23.81%	52.38%	14.29%		
Report to school authorities the incidents of the use of illegal drugs and intoxicating drinks.	F	0	2	5	8	6	3.86	G
	%	0%	9.52%	23.81%	38.10%	28.57%		
Conduct orientation – seminars for parents regarding the effect of illegal drugs to the youth.	F	1	2	3	6	2	3.62	G
	%	4.76%	9.52%	14.29%	28.57%	9.52%		
Overall Mean							3.73	G

F - Frequency; % - Percent; VP – Very Poor; P – Poor; S – Satisfactory; G- Good; VG – Very Good;
RC – Response Category

As perceived by Teacher-Advisers, SSG officers showed *good* performance, with an overall mean of 3.73, in activities that address drug addiction issues as shown in Table 3.1-B. In agreement with the perception of the SSG officers, *reporting to school authorities the incidents of the use of illegal drugs and intoxicating drinks* is where the advisers perceived that SSG officers deserved the highest mean performance of 3.86.

According to Secure Teens (2013), drug addiction or consuming alcohol among teens are due to lack of guidance and support from their parents especially with absent parent. They start using their freedom when their parents are not around to guide and support them. This is the reason why they eventually harm themselves by engaging in some issues and problems in our society. Absence of parents may have positive or negative effects among children depending on their situation.

Teenage Pregnancy

Table 3.2-A
Level of Performance of Officers in SSG Activities that Address Teenage Pregnancy Issues as Perceived by SSG Officers

Item Statement		VP (1)	P (2)	S (3)	G (4)	VG (5)	Mean	RC
Design programs, projects and activities in support of decreasing the cases of teenage pregnancy.	F	2	21	45	127	74	3.93	G
	%	0.74%	7.81%	16.73%	47.21%	27.51%		
Conduct symposium on the effects of early teenage pregnancy.	F	2	23	50	114	80	3.92	G
	%	0.74%	8.55%	18.59%	42.38%	29.74%		
Inform the students that there is a guidance counselor/ designated guidance teacher available in the school.	F	0	0	31	93	145	4.42	VG
	%	0%	0%	11.52%	34.57%	53.90%		

Conduct orientation – seminars for parents regarding the effect of teenage pregnancy.	F	16	9	60	100	84	3.84	G
	%	5.95%	3.35%	22.30%	37.17%	31.23%		
Overall Mean							4.03	G

*F - Frequency; % - Percent; VP – Very Poor; P – Poor; S – Satisfactory; G- Good; VG – Very Good;
RC – Response Category*

In terms of activities that address issues on teenage pregnancy, the SSG officers perceived they have a *good* performance as revealed by the overall mean of 4.03, shown in Table 3.2-A. Among these activities they rated their performance level *very good*, with a mean of 4.42 is *inform the students that there is a guidance counselor/ designated guidance teacher available in the school*. For the rest of the activities stated in the table above, they rated themselves *good*. Table 3.2-B. The result revealed that the school benefited from SSG support to address teenage pregnancy.

According to Jackie (2012), low self-esteem is among the causes of teenage pregnancy. If the parents does not show any love and affection among their children, there is a possibility that they may turn to their peer group to seek love and attention that they did not receive from their parents.

Level of Performance of Officers in SSG Activities that Address Teenage Pregnancy Issues as Perceived by Teacher-Advisers

Item Statement		VP (1)	P (2)	S (3)	G (4)	VG (5)	Mean	RC
Design programs, projects and activities in support of decreasing the cases of teenage pregnancy.	F	0	4	6	8	3	3.48	G
	%	0%	19.05%	28.57%	38.10%	14.29%		
Conduct symposium on the effects of early teenage pregnancy.	F	1	3	8	7	2	3.29	S
	%	4.76%	14.29%	38.10%	33.33%	9.52%		
Inform the students that there is a guidance counselor/ designated guidance teacher available in the school.	F	0	0	7	3	11	4.19	G
	%	0%	0%	33.33%	14.29%	52.38%		
Conduct orientation – seminars for parents regarding the effect of teenage pregnancy.	F	1	4	5	9	2	3.33	S
	%	4.76%	19.05%	23.81%	42.86%	9.52%		
Overall Mean							3.57	G

*F - Frequency; % - Percent; VP – Very Poor; P – Poor; S – Satisfactory; G- Good; VG – Very Good;
RC – Response Category*

For the Teacher-Advisers, the SSG officers' performance can be considered *good*, with an overall mean of 3.57, on activities that address teenage pregnancy issues. The data revealed that advisers perceived SSG officers' performance in the following activities are *satisfactory*: (1) *conducting symposium on the effects of early teenage pregnancy* ($\bar{x}$ = 3.29) and, (2) *conducting orientation –seminars for parents regarding the effect of teenage pregnancy* ($\bar{x}$ = 3.33).

The results reveal that addressing issues on teenage pregnancy needs an in depth analysis. Seminars for parents is deemed necessary. Children with absent parents are more prone to psychological stress and depression and may result in having low self-esteem that affects their social development. (Dela Garza, 2010). These emotional stresses are carried over by the children until they become adolescents or college students. Such may also be the reason why they fall into teenage pregnancy. Okonkwo (2004) concluded that the reason for teenage pregnancy is lack of education about it. Sex education should also be given by the parents among their children especially during their adolescent period.

Bullying

Table 3.3-A
Level of Performance of Officers in SSG Activities that Address Bullying Issues as Perceived by SSG Officers

Item Statement		VP (1)	P (2)	S (3)	G (4)	VG (5)	Mean	RC
Conduct programs, projects and activities in line with the celebration of Anti Bullying Week.	F	0	12	45	71	141	4.27	VG
	%	0%	4.46%	16.73%	26.39%	52.42%		
Print and post tarpaulins, slogans, announcements advocating anti-bullying inside the campus.	F	1	14	35	109	110	4.16	G
	%	0.37%	5.20%	13.01%	40.52%	40.89%		
Report to school authorities the cases and incidents of bullying in the school.	F	1	2	31	72	163	4.46	VG
	%	0.37%	0.74%	11.52%	26.77%	60.59%		
Overall Mean							4.30	VG

F - Frequency; % - Percent; VP – Very Poor; P – Poor; S – Satisfactory; G- Good; VG – Very Good;
RC – Response Category

In SSG activities that address bullying issues, data from Table 3.3-A reveal that SSG officers' perceive their level of performance as *very good* with an overall mean of 4.30. It can also be observed that item on print and post tarpaulins, slogans, announcements advocating anti-bullying inside the campus got the lowest score of 4.16 with verbal interpretation of "*Good*". The descriptive value requires more time, effort and money for advocating anti-bullying inside the campus through posters et al.

Avert (2007), propounds that addressing the social issues through schools will be the most effective way to reach young people. The school has a great impact on the development of

the child. It can change the behavior and the way of thinking of individual and can also help to lessen the involvement in different current issues in our society.

Table 3.3-B
Level of Performance of Officers in SSG Activities that Address Bullying Issues as Perceived by Teacher-Advisers Officers

Item Statement		VP (1)	P (2)	S (3)	G (4)	VG (5)	Mean	RC
Conduct programs, projects and activities in line with the celebration of Anti Bullying Week.	F	0	0	4	7	10	4.29	VG
	%	0%	0%	19.05%	33.33%	47.62%		
Print and post tarpaulins, slogans, announcements advocating anti-bullying inside the campus.	F	0	2	5	10	4	3.76	G
	%	0%	9.52%	23.81%	47.62%	19.05%		
Report to school authorities the cases and incidents of bullying in the school.	F	0	0	3	8	10	4.33	VG
	%	0%	0%	14.29%	38.10%	47.62%		
Overall Mean							4.13	G

F - Frequency; % - Percent; VP – Very Poor; P – Poor; S – Satisfactory; G- Good; VG – Very Good;
RC – Response Category

For the Teacher-Advisers, the SSG officers' level of performance in activities that address bullying issues can be described as *good* with an overall mean of 4.13. Interestingly, both officers and advisers perceived that in conducting programs, projects and activities in line with the celebration of Anti Bullying Week and in reporting to school authorities the cases and incidents of bullying in the school, SSG officers' level of performance is *very good* while, and only *good* (mean of 3.76 for advisers and 4.16 for officers) in printing and posting tarpaulins, slogans, announcements advocating anti-bullying inside the campus.

The study reveals that creating awareness on addressing bullying through posters, and tarpaulins is not easy but discussing those issues in our everyday lives make people realize the importance of information regarding the problem. However, posters about bullying may at least help in minimizing the engagement on issues and problems. A child that has been abused either physically, sexually, emotionally, or has been neglected will most likely suffer from many long-term effects. Students will have cognitive difficulties in different ways (Dryden, 2009).

Core Attributes and Characteristics of SSG Officers

Table 4.1
Core Attributes and Characteristics of SSG Officers

Item Statement		NT (1)	ST (2)	FT (3)	AAT (4)	AT (5)	Mean	RC
I enjoy communicating with others.	F	0	1	13	47	208	4.72	AT
	%	0%	0.37%	4.83%	17.47%	77.32%		
I am honest and fair.	F	0	0	5	119	145	4.52	AT
	%	0%	0%	1.86%	44.24%	53.90%		
My actions are consistent.	F	0	5	22	114	128	4.36	AT
	%	0%	1.86%	8.18%	42.38%	47.58		
I make decisions with input from others.	F	0	1	13	87	168	4.57	AT
	%	0%	0.37%	4.83%	32.34%	62.45%		
I give others the information they need to accomplish their duties and responsibilities.	F	0	0	11	76	182	4.64	AT
	%	0%	0%	4.09%	28.25%	67.66%		
I show loyalty to the organization and to the team members.	F	0	0	10	56	203	4.72	AT
	%	0%	0%	3.72%	20.82%	75.46%		
I have a vision on where we are going and set long term goals.	F	0	1	6	90	172	4.61	AT
	%	0%	0.37%	2.23%	33.46%	63.94%		
I make myself available and accessible.	F	0	1	12	108	148	4.50	AT
	%	0%	0.37%	4.46%	40.15%	55.02%		
I set guidelines for how others are to treat one another.	F	1	1	8	91	168	4.58	AT
	%	0.37%	0.37%	2.97%	33.83%	62.45%		
I coach team members about their duties and responsibilities.	F	0	0	17	111	141	4.46	AT
	%	0%	0%	6.32%	41.26%	52.42%		
I criticize constructively and address problems of the organization.	F	0	4	18	115	132	4.39	AT
	%	0%	1.49%	6.69%	42.75%	49.07%		
I give praise and recognition.	F	0	1	28	80	160	4.48	AT
	%	0%	0.37%	10.41%	29.74%	59.48%		

I create an atmosphere of growth.	*F*	2	2	34	100	131	4.32	AT
	%	0.74%	0.74%	12.64%	37.17%	48.70%		
I have counselled students who is upset with me or someone else in the organization.	*F*	3	3	17	115	131	4.37	AT
	%	1.12%	1.12%	6.32%	42.75%	48.70%		
I have a deep-rooted understanding of the functions of the organization.	*F*	0	1	26	98	144	4.43	AT
	%	0%	0.37%	9.67%	36.43%	53.53%		
Overall Mean							*4.51*	*AT*

For SSG officers, all statements pertaining to positive attributes and characteristics of a youth leader apply to them as reflected in the data in Table 4.1, wherein the overall mean is 4.51 (*Always True*). Among these characteristics, that which pertains to communication skills (statement no. 1) got the highest mean of 4.72 indicating that such is *always true* for SSG officers.

John Maxwell pointed out that until one clearly communicate his or her vision to his or her team and tell them the strategy to achieve the goal, it will be very difficult for him or her to get the results he or she wants. Simply put, if one is unable to communicate your message effectively to your team, you can never be a good leader. A good communicator can be a good leader. Words have the power to motivate people and make them do the unthinkable. If you use them effectively, you can also achieve better results. It revealed from the table that SSG officers has the facility of the language and disseminate clearly the VMO of the organization.

Table 4.2

Core Attributes and Characteristics of SSG Advisers

Item Statement		NT (1)	ST (2)	FT (3)	AAT (4)	AT (5)	Mean	RC
I enjoy communicating with others.	*F*	0	0	0	3	18	4.86	AT
	%	0%	0%	0%	14.29%	85.71%		
I am honest and fair.	*F*	0	0	0	8	13	4.62	AT
	%	0%	0%	0%	38.10%	61.90%		
My actions are consistent.	*F*	0	0	0	11	10	4.48	AT
	%	0%	0%	0%	52.38%	47.62%		
I make decisions with input from others.	*F*	0	0	0	10	11	4.52	AT
	%	0%	0%	0%	47.62%	52.38%		
I give others the information they need to accomplish their duties and responsibilities.	*F*	0	0	0	7	14	4.67	AT
	%	0%	0%	0%	33.33%	66.67%		
I show loyalty to the organization and to the team members.	*F*	0	0	0	4	17	4.81	AT
	%	0%	0%	0%	19.05%	80.95%		
I have a vision on where we are going and set long term goals.	*F*	0	0	0	6	15	4.71	AT
	%	0%	0%	0%	28.57%	71.43%		
I make myself available and accessible.	*F*	0	0	0	3	18	4.86	AT
	%	0%	0%	0%	14.29%	85.71%		
I set guidelines for how others are to treat one another.	*F*	0	0	0	6	15	4.71	AT
	%	0%	0%	0%	28.57%	71.43%		
I coach team members about their duties and responsibilities.	*F*	0	0	0	8	13	4.62	AT
	%	0%	0%	0%	38.10%	61.90%		
I criticize constructively and address problems of the organization.	*F*	0	0	0	9	12	4.57	AT
	%	0%	0%	0%	42.86%	57.14%		
I give praise and recognition.	*F*	0	0	0	4	17	4.81	AT
	%	0%	0%	0%	19.05%	80.95%		
I create an atmosphere of growth.	*F*	0	0	0	8	13	4.62	AT
	%	0%	0%	0%	38.10%	61.90%		
I have counselled students who is upset with me or someone else in the organization.	*F*	0	0	0	4	17	4.81	AT
	%	0%	0%	0%	19.05%	80.95%		
I have a deep-rooted understanding of the functions of the organization.	*F*	0	0	0	5	16	4.76	AT
	%	0%	0%	0%	23.81%	76.19%		
Overall Mean							*4.70*	*AT*

Based on the data in Table 4.2, the SSG advisers believe that attributes or characteristics stated above are *always true* to them (overall mean, 4.70). Similar with SSG officers, communicating with others got the highest mean (4.86), together with making themselves available.

The result was supported by the principles of *en loco parentis* that teachers act as surrogate parents for their students. Another facet of the doctrine of in loco parentis is seen in the relation between parents and teachers with respect to the promotion of pupils and to their counselling or guidance.

Significant Contribution of Leadership among Learners through the Supreme Student Government (SSG) in Addressing Youth Issues

In summary, there was a strong evidence that the SSG officers play a role in addressing social issues. The results also imply that the community fully supports the programs and projects of the Student Government through various forms of assistance. Based on the results, the SSG officers are the initiators of the activities that look after the general welfare of the students, preparing the school to welcome students back to school after the long vacation. They further emphasized that as student leaders, it is expected of them to exhibit high standards of morality and serve as models to the younger member of the school community. Intervention on teenage pregnancy requires careful analysis. Family has a big role in dealing with these kind of social issues. The reason why pupils engaged in these activities is due to lack of guidance from their parents. Being consciously aware of the effects and consequences of those areas of problems may help prevent being involved in social issues.

<div align="center">**Interview Results**</div>

Based on the analysis of the data, four themes were created, such as: (1) Addresser of Social Problems; (2) Future Leaders Training Program; (3) Challenges to the SSG's Success; and (4) New Horizon for Training Student Leaders.

<div align="center">**Addresser of Social Problems**</div>

This theme discusses the role of SSG in addressing issues on Drug Addiction, Teenage Pregnancy, and Bullying. The sub-theme discusses the different ways or intervention to address the issues.

Power of Social Media

The informants shared that the power of social media is their practice as contribution in addressing youth issues of drug addiction, teenage pregnancy, and bullying.

Two informants both shared that the use of social media like Twitter and Facebook is very powerful as a means of contributing in addressing youth issues of drug addiction, teenage pregnancy, and bullying.

> *"Ang organization namin… ang SSG po ay… uses the means of social media… kagaya po ng Facebook at Twitter to give knowledge to parents, teachers, and especially to students tungkol po sa mga nasabing issues ng kabataan"* (SSG3:lines001) (Our organization… the SSG is… uses the means of social media… just like Facebook and Twitter to give knowledge to parents, teachers, and especially to students about the aforementioned issues of the youth).

> *"Use the power of social media since everyone is in with social media gaya po ng Facebook… halos lahat naman po ng kabataan dito ay may Facebook"* (SSG8:lines001) (Use the power of social media since everyone is in with social media like Facebook… almost every youth have Facebook).

One informant shared that they contribute in addressing the youth issues through the creation of multimedia video presentations showing the negative effects of it to individuals.

> *"We contribute po sa pamamagitan ng… uhmm… pede po na gumawa kami ng multimedia video presentations na nagpapakita ng pag-iwas dito at ipaunawa sa kanila ang masasamang epekto nito"* (SSG1:lines001) (We contribute through… uhhhm… we can create

multimedia video presentations that will show and explain to them the negative effects of it).

Awareness Campaigns for Behavioral Change

The informants shared that awareness campaigns is what they practice as contribution in addressing youth issues of drug addiction, teenage pregnancy, and bullying that leads to behavioral change.

Also, two informants shared that awareness campaigns are way of contributing in addressing youth issues of drug addiction, teenage pregnancy, and bullying.

> *"Ang organization namin… ang SSG po ay nagcoconduct ng mga… awareness training… to give knowledge to parents, teachers, and especially to students tungkol po sa mga nasabing issues ng kabataan"* (SSG3:lines001) (Our organization… the SSG is conducting awareness trainings… to give knowledge to parents, teachers, and especially to students about the said issues of the youth).

> *"Sa pamamagitan po ng room to room campaign and awareness regarding those issues"* (SSG7:lines001) (Through room to room campaign and awareness regarding those issues).

Meanwhile, five informants shared that one way of contribution in addressing youth issues of drug addiction, teenage pregnancy, and bullying is through posting of tarpapels, tarpaulins, posters, and slogans inside the school premises.

> *"Uhhm… we are posting po mga placards, tarpapel, and other slogan around the campus)."* (SSG2:lines001) (Uhhm… we are posting placards, tarpapel, and other slogan around the campus).

> *"Sa paraang paglalagay o pagkakabit ng mga posters tungkol po sa masamang epekto sa nasabing issues"* (SSG12:lines001) (In the way of putting or pasting posters about the negative effects of the aforementioned issues).

> "We're planning some interventions such as… posting some announcements that advocate regarding those issues" (SSG15:lines001).

> *"Sa pamamagitan ng pagdidikit ng mga posters or banners sa school about sa cause and effect ng drug addiction, teenage pregnancy, and bullying… parang sa mga ballot ng sigarilyo"* (SSG16:lines001) (Through pasting posters or banners in school about the cause and effect of drug addiction, teenage pregnancy, and bullying… just like in the packaging of cigarettes).

> *"Naglalagay po kami ng mga posters or tarpaulins sa aming paaralan"* (SSG18:lines001) (We put posters or tarpaulins in our school).

One informant shared that through awareness campaign, student interaction and communication is a must in helping for the contribution in addressing youth issues of drug addiction, teenage pregnancy, and bullying.

> "As SSG officers, we are making sure that students can open up their problems and struggles in life… by that, they can share whenever they are experiencing one of these circumstances… bullying, drug addiction and teenage pregnancy… and refer them to guidance office" (SSG21:lines001).

Problem Solving Workshop

The informants shared that they believe that the practice of conducting seminar-workshops and trainings, as well as planning and creating activities, and implementing its laws, contribute in addressing youth issues of drug addiction, teenage pregnancy, and bullying.

Six informants shared that another way of contributing in addressing youth issues of drug addiction, teenage pregnancy, and bullying is through the conduct of symposium, seminars, trainings and orientations.

> *"Ang organization namin… ang SSG po ay nagcoconduct ng mga seminars… to give knowledge to parents, teachers, and especially to students tungkol po sa mga nasabing issues ng kabataan"* (SSG3:lines001) (Our organization… the SSG is conducting seminars… to give knowledge to parents, teachers, and especially to students about the aforementioned issues of the youth).

> *"By making orientation po sa parents and students…"* (SSG4:lines001) (By making orientation for parents and students).

> *"…Isasama po namin sila sa mga seminar na makatutulong sa kanila na magkaroon pa ng mga bagong kaalaman patungkol sa mga masamang epekto nito di lamang sa kanilang katawan kundi sa pagbabago ng mga taong nasa paligid nila"* (SSG5:lines001) (We will join them in seminar which will give them new knowledge about the negative effects of this not just in their bodies but also the people in their environment).

> "For us, the easiest way that we can contribute regarding the said issues is having a symposium or seminars just to orient them… what may the possible effects and how to avoid it" (SSG13:lines001).

> "We're planning some interventions such s conducting campaign program, seminar… that advocate regarding those issues" (SSG15:lines001).

"Seminars…" (SSG20:lines001).

Four informants shared that planning and creation of activities is a way of contributing in addressing youth issues of drug addiction, teenage pregnancy, and bullying.

> *"Mag-create po ng activities that my fellow students can join at para dun matuon ang kanilang atensyon"* (SSG6:lines001) (Will create activities that my fellow students can join to focus their attention to).

> *"Para po sa amin, magagawa ito sa way na mapaunlad pa ang kanilang sports… para maiwasan ito dahil kapag naglilibang sila, hindi nila gugustuhin na… ano.. gumamit pa or uhhm… gawain ang mga ipinagbabawal"* (SSG9:lines001) (For us, we can do by a way of enriching their sports engagement… in order to divert their attention and will not make… what… use or… uhhm… do what are not right).

One informant shared that implementation of laws is the way of SSG to contribute in addressing youth issues of drug addiction, teenage pregnancy, and bullying.

> "By implementing laws which each and every students should abide… the SSG officers as well as the members should be the role models to the students of the school" (SSG14:lines001).

> *"Ang Supreme Student Government o SSG ay makakatulong sa pagpapakalat ng mga impormasyon sa mga nasabing isyu… isa sa mga nasabing gawain ay magplano at magsagawa ng mga taunan o buwanang proyekto para dito"* (SSG10:lines001) (The Supreme Student Government or SSG will help disseminate information about the said issues… one of the tasks is to plan and make a yearly or monthly project for this).

Future Leaders Training Program

This theme presents the informants' perception on how they convince their fellow students that Supreme Student Government (SSG) and other co-curricular clubs and organizations in the school are worth joining. The information includes ways and practices, as well as reasons and motivations for membership in Supreme Student Government (SSG) and other co-curricular clubs and organizations.

From the interview transcripts as well as field notes of the researcher, most of the findings reflect the sharing of motivations and reasons of membership as a way to convince students to join SSG and other co-curricular clubs and organizations.

Student Politics

The informants shared about their belief that joining SSG or co-curricular clubs and organization is part political and individual motives of students. For the reason that there are a lot of perks, benefits, and advantages being an officer.

Two informants shared that being an officer of Supreme Student Government and other co-curricular clubs and organizations provide some advantages.

> "By proudly saying to them the advantages of being an officer" (SSG5:lines002).

> "We can convince them by telling the different opportunities that we are experiencing because of our position" (SSG9:lines002).

The Complementary Academic Value of Co-curricular Activities

The informants shared about their belief that joining, the SSG or co-curricular clubs and organization is an avenue to enhance social life by meeting various people, acquiring friendship, and thus enables maturity. The SSG teaches values that a leader must have which can be gained through involvement in campus politics and other co-curricular clubs and organizations.

Three informants shared that being an officer of Supreme Student Government and other co-curricular clubs and organizations yields maturity, allows for meeting with various people and thus develops friendship.

"Say that they will meet different people behaviors" (SSG8:lines002).

"Ipapakita naming na magmamature sila kapag sumali sa mga organisasyon dahil magiging isa na silang lider…" (SSG10:lines002) (Will show them that they will mature once they join organizations because they will be a leader).

"… magkakaron sila ng… sa organisasyon na ito… ng mga kaibigan" (SSG11:lines002) (… will be having… in this organization… friends).

Experiential Learning for Lifetime Use

The informants shared about their belief that joining the SSG or co-curricular clubs and organization provides learning and happiness to every students.

Four informants shared that joining the Supreme Student Government and other co-curricular clubs and organizations brings wonderful experiences and learning to students.

"We convince them by being a role model who will show them that knowledge is not caught only inside the classroom but also in these clubs" (SSG2:lines002).

"It will bring you great experience on how to be a leader and also a listener…" (SSG2:lines003).

"Makukumbinsi sila sa pamamagitan ng pagkausap namin sa kanila na mahalaga ang pagsali sa mga ganitong organisasyon para maranasan nilang maglingkod sa kapwa nila estudyante" (SSG4:lines002) (They will be convinced through talking to them that joining organizations like these is important for them so that they may experience serving their fellow students).

"Makukumbinsi po sila sa pamamagitan ng pagsasabi sa kanila ng mga masasayang karanasan at mga benepisyo na makukuha nila" (SSG14:lines002) (They will be convinced through telling them the funny experiences and benefits that they could get).

Four informants shared that being an officer of the Supreme Student Government and other co-curricular clubs and organizations is fun and gives the feeling of gratitude.

"Simple lamang… ang pagsali sa mga clubs or organizations ay napakasarap sa pakiramdam dahil napakasaya na makita sa mga mata mo na yung mga plans na ginawa mo sa eskwelahan mo ay nagpapasaya sa mga ka-schoolmates" (SSG6:lines002) (Simply… joining clubs or organizations feels so good because it gives happiness whenever you see that the plans you do for the school gives happiness to schoolmates).

"… it is also an honor to be part of a certain organization representing and leading your co-students" (SSG12:lines002).

"… we enjoy being in the club or organization" (SSG17:lines002).

"Nakakafullfill ng pakiramdam na may nagawa kang magandang bagay na alam mong magdudulot din ng magandang epekto sa iyong paaralan…" (SSG19:lines002) (It is a very fulfilling feeling that you have done something good and you know that it bring good effect in your school…).

"Ang maging bahagi sa pag-unlad ng paaralan ay maituturing na karangalan ng isang mag-aaral" (SSG19:lines003) (Being part in making the school progress brings honor for the student).

"... para maranasan nila ang maglingkod sa kapwa nila estudyante" (SSG4:lines002) (… for them to experience serving their co students).

"SSG is worth joining because we learned a lot in this organization" (SSG3:lines002).

Two informants shared that being an officer of the Supreme Student Government and other co-curricular clubs and organizations makes student leaders mature and help them boost their confidence and skills.

"…that being an SSG officer helps us to have self-confidence and to know what we can do" (SSG7:lines002).

"Extra-curricular activities and joining organizations will boost their confidence, skills and will enhance their talents that will help them in the future" (SSG13:lines002).

Challenges to the SSG's Success

This theme presents the problems and issues that the informants encountered throughout the conduct of their programs, projects and activities. The information include barriers that affect the implementation of their programs, projects, and activities in their respective schools.

From the interview transcripts, as well as field notes of the researcher, most of the findings reflect the problems and issues that they have experienced.

Alongside Curricular Requirements

The informants shared about their belief that time management, balancing school and co-curricular activities, high expectations, neglect of duties are the issues concerning the student leaders alongside with their curricular requirements.

Four informants shared that they experience problems and issues such as time management throughout the implementation of their programs, projects and activities.

> *"Kakulangan po sa oras at panahon dahil alam naman po natin na mahirap isabay sa pag-aaral sa mga activity na ginagawa ng SSG"* (SSG1:lines001) (Lack of time because we know that it is difficult to manage study and activities that SSG does).

"Time management…" (SSG1:lines002).

"Lack of time for preparation" (SSG8:lines001)

"Lack of time" (SSG18:lines001).

One informant also shared that she experienced dealing with *high expectation throughout the implementation of their programs, projects and activities*.

"… and expecting so much" (SSG2:lines001).

Meanwhile one informant shared that he experienced *lack of motivation and absenteeism throughout the implementation of their programs, projects and activities.*

"Lack of motivation and absenteeism" (SSG3:lines001).

Two informants shared that they experienced having observed members who neglect and forgot their duties and responsibilities, thus making them afraid of responsibilities.

"Members forgotten their responsibilities" (SSG12:lines001).

"Students are afraid to take responsibilities" (SSG13:lines001).

One informant shared that the problems and issues is about the bulk of students they handle which give them difficulties.

"Dahil sa rami ng estudyante nahihirapan kaming i-tap silang lahat" (SSG19:lines001) (Due to bulk of students we have difficulty in tapping them all).

Making Both Ends Meet

The informants shared that their concern are *continuous construction of buildings, circulating rumors about SSG, misunderstandings, no unity, and lack of funds hinder the full implementation of youth programs, projects, and activities*.

Three informants shared that they experienced financial problems and issues throughout the implementation of their programs, projects and activities.

"No SSG fund since the department is implementing no collection policy… but the organization's projects for the school would not be possible without any budget that's why we always rely on sponsorship and solicitation" (SSG9:lines001).

"Kulang po talaga kami sa budget" (SSG10:lines001) (We really lack budget).

"Lack of financial support or insufficient funds to conduct some school programs and activities" (SSG20:lines001).

Two informants shared that they experience problems and issues such as *circulation of rumors and perceptions of students about them being SSG officers throughout the implementation of their programs, projects and activities*.

"Other students think that we, leaders are abusing the power of our position" (SSG5:lines001).

"Yung ibang mag-aaral ay sinasabing ang pagiging SSG ay ginagamit bilang itaas lang ang sarili namin" (SSG11:lines001) (Other students are saying that being SSG is used only to uplift ourselves).

Four informants shared that they experienced that *there is no unity and consensus leading to misunderstandings throughout the implementation of their programs, projects and activities*.

"Ang kadalasang problema sa pagpapatupad ng program ay ang hindi pagsang-ayon ng ibang miyembro… ng mga estudyante mismo" (SSG6:lines001) (The usual problem in implementing program is that there is no consensus within members... among students themselves).

"Hindi pagkakaunawaan ng aming mga kasamahan…" (SSG16:lines001) (Lack of understanding within our members…).

"Wala ng masyadong unity" (SSG14:lines001) (There is really no unity).

"There's a gap between some club and organization" (SSG15:lines001).

Two informants shared that they experienced problems and issues like there is no space for activities due to construction and flooding.

"The school premises is under construction" (SSG7:lines001).

"…and flooding" (SSG18:lines001).

School Administrators Concern

The informants shared about their other concern which focus on the lack of administrative and technical support of higher officials and students' participation at the same time.

Three informants shared that they experience lack of administrative and students' support and participation throughout the implementation of their programs, projects and activities.

"Lack of support from the higher position" (SSG4:lines001).

"Lack of consideration of teachers" (SSG17:lines001).

"One of the problems are the students because some students disregard our programs or even rules" (SSG21:lines001).

New Horizon for Training Student Leaders

This theme presents the informants' recommendations about the intervention programs which could enhance leadership among young learners, and thus contribute in addressing youth issues. The information includes suggested programs, projects, and activities that could enhance leadership among them.

From the interview transcripts as well as field notes of the researcher, most of the findings reflect the interventions they want to have to further increase their leadership skills.

Building Strong Teams

The informants shared about their belief that team building is necessary to further enhance leadership among young learners.

Eight informants proposed and suggested that there be recreational activities such as camping and team buildings as a way to enhance leadership among young learners their suggestions including the following:

> *"Capacity building para sa mga officers"* (SSG1:lines001) (Capacity building for officers).

> "Recreational activities and team building" (SSG2:lines001).

> "Camping" (SSG3:lines001).

> "…team building" (SSG4:lines001).

> *"Do more activities about leadership"* (SSG9:lines001).

> *"Pagkakaron ng… activities tungkol sa pagiging mabuting leader"* (SSG11:lines001) (Have… activities abour being a good leader).

> *"Mga team building activities"* (SSG14:lines001) (Team building activities).

> *"Group games will help students practice to follow and brainstorm plans on how they will win on the competitions"* (SSG18:lines001).

Personality Development among Student Leaders

The informants shared about their belief that personality development of student leaders is necessary to further enhance leadership among young learners.

Two informants proposed and suggested some competitions as a way to enhance leadership among young learners.

> *"Pageants para ma-enhance ang confidence ng bawat estudyante"* (SSG6:lines001) (Pageants to enhance confidence of every student).

> *"*By doing different kinds of competition that is showcasing their talents and skills as a leader and also as a follower*"* (SSG8:lines001).

One informant proposed and suggested that personal development program is the way to enhance leadership among young learners.

> *"Personal Development Program para mas maenhance pa nila yung sarili nila at makatayo sila kahit ano, sino at kung saan man sila"* (SSG10:lines001) (Personal Development Program to be able to enhance theirselves and be able to against anything, wherever they may be).

The SSG, the School, and the Community

The informants shared about their belief that partnership and cooperation among the SSG, school and community through the conduct of forums, trainings, seminars, symposium, and orientations are necessary to further enhance leadership among young learners.

Twelve informants proposed and suggested leadership trainings, seminars, open forum, meetings and symposium as ways to enhance leadership among young learners.

> *"*Leadership trainings, youth forums…*"* (SSG4:lines001).

> *"*By simply having symposium discussing on how to enhance leadership and showing them on what can they do to make an impact in our world*"* (SSG5:lines001).

> *"*Monthly meeting about leadership…*"* (SSG7:lines001).

> *"Pagkakaron ng orientations… tungkol sa pagiging isang mabuting leader"* (SSG11:lines001) (Having orientations… about being a good leader).

> *"*Have an orientation twice a month*"* (SSG12:lines001).

> *"*Conduct workshops or any leadership training for young learners so that misconception and wrong connotations among SSG officers would be vanished*"* (SSG13:lines001).

"Seminars about leadership" (SSG15:lines001).

"Open forum para habang bata pa sila ay matuto na silang maging pinuno" (SSG16:lines001) (Open forum so that while they are still young they will learn how to be a leader).

"Continuous leadership trainings and joining partnership with the municipality about their proposed projects and activities for the youth" (SSG17:lines001).

"Magkaroon ng orientation ang mga estudyante tungkol sa pagiging leader" (SSG19:lines001) (Students should have orientation about being a leader).

"Organizing seminars and trainings may enhance leadership among young learners" (SSG20:lines001).

"Having seminars to improve more our skills and ability in terms of leadership…" (SSG21:lines001).

Proposed Enhancement Program

In recognition of the significant contributions by the Supreme Student Government and other campus clubs and organization to the development of leadership traits among student leaders, it is inevitable that school administrators give activities being undertaken within and outside the institutions; premises.

The present study yielded valuable information regarding the great need to address problems and issues that youth in schools must be made fully aware of drug addiction, teenage pregnancy and bullying necessitate careful attention and solution, hence, the project proposal dubbed "CampBAYANIhan" (Youth Camp) was designed for the furtherance of the students' leadership training and development.

PROJECT PROPOSAL

I. **TITLE**   : "CampBAYANIhan" (Youth Camp)

II. **PROPONENTS**   : Inah Marifaye M. Blanco

                        Program Development Officer I
                        Youth Formation Coordinator

III.   RATIONALE

Pursuant to unnumbered Memorandum dated February 12, 2018 entitled Election Calendar for Supreme Pupil Government (SPG) and Supreme Student Government (SSG) for SY 2018-2019, the Division Youth Formation Coordinators shall spearhead the division-wide leadership training in coordination with other offices relevant to the conduct of the activity.

Also, this camp is in response to the mandates of DepEd Youth Formation Division specifically the leadership role and values formation, believing that youth are the future heroes of the country and be part of Bulacan's heroes. This will also be for the celebration of the International Youth Day.

Acknowledging the future heroes of Bulacan, this office through the Division Youth Formation Coordinators will conduct a three-day youth camp entitled "CampBAYANIhan", seeing united youth as future heroes of the province addressing issues on drug addiction, teenage pregnancy and bullying. This is to intensify its existing efforts to empower young learners. The participants for this camp will be the Supreme Student Government (SSG) Advisers and Presidents in public secondary schools.

IV.   OBJECTIVES

The camp aims to:

- strengthen the implementation of the Youth Formation Division – Student Government Program (SGP) in public secondary schools;
- internalize the of the four Core Values of the Department of Education – Maka-Diyos, MakaTao, Makakalikasan and Makabansa;

- capacitate student leaders with necessary leadership knowledge, skills & attitude to become an effective & efficient future leaders of society;
- instill to the students their duties and responsibilities as school leaders and as heroes of the generation; and
- increase awareness about youth issues such as drug addiction, teenage pregnancy and bullying, and find innovative solutions to such.

V. SCHEDULE OF ACTIVITIES

Venue & Date	Participants	Number	Office
August 12-13, 2019 at a venue to be announced.	SDS	1	SDO Bulacan
	ASDS	2	
	CID & SGOD Chiefs	2	
	Project Proponents	3	
	SSG President	89	Public Secondary Schools
	SSG Adviser	89	
	Resource Speakers	5	
	TWG	10	SGOD
	Total	210	

VI. BUDGETARY REQUIREMENTS

Three-day Youth Camp -- "CampBAYANIhan"		
Hotel & Food Accommodation	**Live-in:** No. of participants (210) x 1, 500.00 x 3 days	= P 945, 000.00
Supplies & Materials: (Certificates, Training Kits)		= P 45, 000.00
Total:		**= P 990, 000.00**

Source of Fund: Division MOOE (for the SSG Advisers and SDO personnel) and School MOOE (for SSG Presidents)

Prepared by:
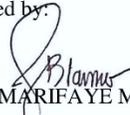
INAH MARIFAYE M. BLANCO
Project Development Officer I
Youth Formation Coordinator

CampBAYANIhan -- COMMITTEE

Activity	Personnel Involved	Position	Division SSG Federated Officers
Registration and Attendance	Inah Marifaye M. Blanco Marc Jan C. Tacdol Engelbert S. Dela Cruz	PDO I - YFC	Secretary
			Auditor
			Public Information Officer
Quality Assurance, Monitoring and Evaluation (QAME)	Dr. Cecilia S. Custodio	EPS I – SGOD	Vice President
	Ma. Lourdes J. Patag	SEPS – SMME	President
Accommodation	Dr. Ferdinand H. Magpayo	SEPS - HRD	EDDIS 1 Representative
Program and Certificates	Marilene G. Ramos	EPS II – HRD	Treasurer
Materials and Ice Breakers	Inah Marifaye M. Blanco Marc Jan C. Tacdol Engelbert S. Dela Cruz	PDO I - YFC	EDDIS 2 Representative
			EDDIS 3 Representative
			EDDIS 4 Represesntative
Documentation (video, pictures and narrative forms)	Ma. Bella S. Fajardo (Head)	EPS II - SMME	Peace Officer
	Members Inah Marifaye M. Blanco Marc Jan C. Tacdol Engelbert S. Dela Cruz	PDO I - YFC	Peace Officer

CampBAYANIhan -- MATRIX

Day 1

TIME	ACTIVITY/TOPIC	PERSON RESPONSIBLE/RESOURCE SPEAKER
7:30-8:30 AM	Registration	Division Federated SSG Officers
8:30 AM– 9:00AM	National Anthem	AVP
	Prayer	
	Roll Call	SSG Federation President
	Welcome Remarks	Assistant Schools Division Superintendent
	Inspirational Message	Schools Division Superintendent
	Rationale of the Training	Chief, School Goverance and Operayions Division
	Introduction of the Speakers	Division Federated SSG Officers
9:00 AM – 12:00 PM	Student Leadership #WE PLAN #WE CARE #WE LEAD	Division Youth Formation Coordinators
12:00 PM – 1:00 PM	Lunch Break	
1:00 PM – 3:00 PM	Student Leadership (Workshop)	Division Youth Formation Coordinators
3:00 PM – 5:00 PM	Open Forum	Division Federated SSG Officers

Day 2

TIME	ACTIVITY/TOPIC	PERSON RESPONSIBLE/RESOURCE SPEAKER
8:30-9:00 AM	Management of Learning	Division Federated SSG Officers
9:00 AM – 12:00 PM	Youth Issues Awareness (Drug Addiction, Teenage Pregnancy, Bullying)	Facilitator/s
12:00 PM – 1:00 PM	Lunch Break	
1:00 PM – 3:00 PM	Inculcation of Social Values in Youth	Facilitator/s
3:00 PM – 5:00 PM	Open Forum	Division Federated SSG Officers

Day 3

TIME	ACTIVITY/TOPIC	PERSON RESPONSIBLE/RESOURCE SPEAKER
8:00 AM – 8:30 AM	Management of Learning	SSG Officers
8:31 AM-10:30 AM	Team Building Activities	Division Youth Formation Coordinators/ Division Federated SSG Officers
10:30 AM- 12:00 PM		
12:00 PM – 1:00 PM	Lunch Break	
1:00 PM – 3:00 PM	Pledge of Commitment	Division SSG Federated President
3:00 PM – 4:00 PM	Echo-Seminar Planning	Youth Formation Coordinators
4:00 PM – 5:00 PM	Closing Program	SSG Federation Officers

Conclusions and Recommendations

Conclusions

Based on the findings of the study, the following conclusions were derived: (1) SSG officers are fully aware of their functions and responsibilities which confirm that the SSG, co-curricular clubs and organizations serve as training grounds for students who are potential leaders of the society in which the experiences they gained from the organization are expected to be helpful in managing small or big organizations in the community; (2) there is a strong evidence that SSG officers and Teacher-Advisers play a significant role in addressing social issues, however, issues on the level of performance in addressing teenage pregnancy got the lowest score compared to intervention on addressing issues pertaining to drug addiction and bullying; (3) among the core attributes and characteristics, communication skills is manifested for both SSG officers and Teacher-Advisers; and (4) SSG experiences contribute in addressing youth related issues through awareness campaign, seminars, and symposium.

Recommendations

In the light of the findings and conclusion derived from the results of the study, the following recommendations are hereby put forward:

1. Increase the awareness and competency of Supreme Student Government (SSG) officers and Teacher-Advisers about their functions and responsibilities, objectives, as well as the mandated programs, projects and activities;
2. Encourage the full participation of the students in all activities that will contribute in addressing the youth issues such as drug addiction, teenage pregnancy, and bullying;
3. Teachers should incorporate the youth issues in their lessons as part of strengthening the awareness of young learners about what is happening in their generation;
4. Organize leadership trainings for young learners and Teacher-Advisers for effective launching and implementation of programs, projects and activities;
5. An in-depth study about the awareness level of young learners in the issue of teenage pregnancy.

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1. Request to Conduct a Study

Republic of the Philippines
Department of Education
Region III – Central Luzon
SCHOOLS DIVISION OFFICE OF BULACAN
Provincial Capitol Compound, Brgy. Guinhawa, City of Malolos, Bulacan
Website: www.bulacandeped.com ☐☐☐ Email: bulacan@deped.gov.pn

January 8, 2018

ROMEO M. ALIP, Ph.D., CESO V
Schools Division Superintendent
Department of Education
Schools Division of Bulacan
City of Malolos, Bulacan

Sir:

I have the honor to submit a research proposal entitled, "The Supreme Student Government: Sowing the Seeds of Leadership among Young Learners".

This research aims to determine how may the Supreme Student Government sow the seeds of leadership among young learners which may contribute in addressing youth issues and thereby propose a program for enhancing leadership among young learners.

I look forward to your comments and suggestions and I appreciate your time and consideration of my research proposal.

Respectfully Yours,

INAH MARIFAYE M. BLANCO
Project Development Officer I

2. Consent Letter

Pebrero 12, 2018

Mahal na Magulang,

Mapagpalang araw!

Ako po ay si Inah Marifaye M. Blanco, Project Development Officer I mula sa Kagawaran ng Edukasyon, Sangay ng Bulacan. Ako po ay nagsasagawa ng isang pag-aaral tungkol sa Supreme Student Government (SSG) na naglalayong alamin kung paano ito nakalilining ng kakayahan sa pamumuno ng mga kabataang mag-aaral. Nais ko pong maging bahagi ng pag-aaral na ito ang inyong anak. Siya po ay napili bilang isang posibleng kalahok sap ag-aaral na ito sapagkat siya ay isa sa mga miyembro ng Supreme Student Government ng kanilang paaralan.

Kung ang inyo pong anak ay makikibahagi sa pag-aaral na ito, siya po ay mayroong sasagutan na talatanungan tungkol sa Supreme Student Government. Gayundin, maari rin po siyang sumailalim sa panayam ng mananaliksik.

Ang pag-aaral pong ito ay makatutulong upang makapaghain ng mga programang makapagpapabuti at naaangkop sa Supreme Student Government ng kanilang paaralan, upang malinang ang kanilang kakayahan bilang mga batang pinuno.

Ang mga impormasyon na makakalap sa pag-aaral na ito ay mananatiling kumpidensyal. Ang pakikilahok ng inyong anak ay boluntaryo. Maaari po ninyong bawiin ang inyong pahintulot na makibahagi ang inyong anak anumang oras at sa kung ano mang kadahilanan.

Ang anuman pong katanungan o paglilinaw tungkol sap ag-aaral na ito ay malugod na tutugunan ng mananaliksik. Kung kayo po ay sumasang-ayon na maging bahagi ang inyong anak ng pag-aaral na ito, mangyari po lamang na punan at lagdaan ang kalakip na form.

Maraming salamat po.

Lubos na gumagalang,

INAH MARIFAYE M. BLANCO
Project Development Officer I

Republic of the Philippines
Department of Education
Region III – Central Luzon
SCHOOLS DIVISION OFFICE OF BULACAN
Provincial Capitol Compound, Brgy. Guinhawa, City of Malolos, Bulacan
Website: www.bulacandeped.com 〿 Email: bulacan@deped.gov.pn

Pahintulot ng Magulang

Ako si _____, ay nagbibigay pahintulot sa aking anak na si
       (Pangalan ng Magulang)

_____ na maging bahagi ng pag-aaral/pananaliksik na "The Supreme
   (Pangalan ng Mag-aaral)

Student Government: Sowing the Seeds of Leadership Among Young Learners". Ang pananaliksik ay naipaliwanag na sa akin at ang aking mga katanungan tungkol dito ay natugunan. Nauunawaan ko na ang karapatan ng aking anak na bawiin ang kanyang pakikilahok o tumangging makibahagi dito ay igagalang ng mananaliksik, gayundin ang kanyang mga tugon at ang kanyang pagkakakilanlan ay mananatiling kompidensyal. Ibinibigay ko ang aking pagsang-ayon ng boluntaryo.

Lagda ng Magulang: _____

Petsa: _____

A. Instruments
1. Questionnaire
(For SSG Officers)

February 23, 2018

The Supreme Student Government: Sowing the Seeds of Leadership Among Young Learners

Dear Participant,

I invite you to participate in a research study entitled *The Supreme Student Government: Sowing the Seeds of Leadership among Young Learners*. I am an employee of the Department of Education in the Schools Division Office of Bulacan. I am in the process of gathering data for the said study. The purpose of the research is to determine how the Supreme Student Government sow the seeds of leadership among young learners which may contribute in addressing youth issues.

The enclosed questionnaire has been designed to collect information on your perceptions on the competency level of SSG officers in terms of SSG functions, objectives and mandated activities, your perceived level of performance of SSG in addressing different youth issues and as well as core attributes and characteristics of SSG officers/advisers.

Your participation in this study is completely voluntary. You may decline altogether, or leave blank any questions you do not wish to answer. There are no known risks to participation beyond those encountered in everyday life. Your responses will remain confidential and anonymous. No one other than the researcher will know your individual answers to this questionnaire.

If you agree to participate in this study, please answer the questions on the questionnaire as best you can. It should take approximately 15 minutes to complete. Kindly return the questionnaire to the researcher once you are done.

If you have any questions, feel free to ask the researcher.

Thank you for your assistance in this important endeavor.

Sincerely Yours,

INAH MARIFAYE M. BLANCO
Project Development Officer I

The Supreme Student Government: Sowing the Seeds of Leadership Among Young Learners

Name (Optional):	
Name of School:	
Position in SSG:	

Part I. SSG's Competency in Terms of Functions, Objectives and Mandated Activities

Instructions: Please check (✔) your perception on the level of competence of the SSG of your school in the following functions/responsibilities, objectives and mandated activities of SSG using the scales indicated below:

Scale	Descriptive Rating
5	Highly Competent
4	Competent
3	Moderately Competent
2	Slightly Competent
1	Not Competent

A. Functions and Responsibilities					
Statements	**1**	**2**	**3**	**4**	**5**
1. SSG supports and promotes the ideals, principle, thrusts, and objectives of the SSG, the school, and the Department of Education					
2. SSG ensures fair, efficient, and effective delivery of services to the student body.					
3. SSG formulates and recommends programs, projects and activities that will address relevant issues and concern of the students.					
4. SSG plans, implements and enforces policies designed to protect and promote the student's rights and welfare.					
5. SSG spearheads all DepEd-driven thrusts, programs, projects and activities of the student government.					

B. Objectives					
Statements	1	2	3	4	5
1. SSG helps students develop passionate love of country, values, and competencies that will enable them to realize their full potential and to contribute meaningfully to the nation.					
2. SSG develops a student-friendly safe, and motivating learning environment.					
3. SSG represents the students in policy-making body of the school concerning the student's rights and welfare.					
4. SSG nurtures an inclusive, service-oriented, gender-sensitive, and environment conscious community.					
5. SSG develops self-confidence, critical thinking, problem-solving, decision-making, and learning among the student body and to utilize these skills in contributing towards nation-building.					
6. SSG empowers the students to strive for excellence in academics, leadership, and social responsibility, to encourage them to be proactive members of the society.					
7. SSG upholds the values, principles, and ideals of the Department of Education.					
8. SSG serve, protect, and promote the rights and welfare of every students.					
C. Mandated Programs, Projects and Activities (PPAs)					
Statements	1	2	3	4	5
1. SSG organizes the participation of students and volunteers in the annual Brigada Eskwela.					
2. SSG leads/participates in the National Greening Program (NGP) and other environment-related activities.					
3. SSG conducst reading and tutorial services.					
4. SSG assists in ensuring that the school is a smoke/tobacco free place.					
5. SSG leads students in organizing activities in the celebration of the World Teachers Month campaign.					
6. SSG conducts awareness campaign for youth issues (i.e. drug addiction, teenage pregnancy, and bullying).					

Part II. Level of Performance in Activities of SSG that Address Youth Issues

Instructions: Below are statements describing SSG activities that address different youth issues. Please check (✓) the column that represents the level of your performance in such activities as SSG officer. Use the scales indicated below

Scale	Descriptive Rating
5	Very Good
4	Good
3	Satisfactory
2	Poor
1	Very Poor

A. Drug Addiction					
Statements	**1**	**2**	**3**	**4**	**5**
1. Launch programs, projects and activities in line with the Preventive Drug Education Program Campaign (DepEd Order No. 30 s. 2018).					
2. Conduct symposium on the effect of illegal drugs to one's health.					
3. Report to school authorities the incidents of the use of illegal drugs and intoxicating drinks.					
4. Conduct orientation –seminars for parents regarding the effect of illegal drugs to the youth.					
B. Teenage Pregnancy					
Statements	**1**	**2**	**3**	**4**	**5**
1. Design programs, projects and activities in line with the celebration of National Teen Pregnancy Awareness Day.					
2. Conduct symposium on the effects of early teenage pregnancy.					
3. Inform the students that there is a guidance counselor/ designated guidance teacher available in the school.					
4. Conduct orientation –seminars for parents regarding the effect of teenage pregnancy.					
C. Bullying					
Statements	**1**	**2**	**3**	**4**	**5**
1. Conduct programs, projects and activities in line with the celebration of Anti Bullying Week.					
2. Print and post tarpaulins, slogans,					

announcements advocating anti-bullying inside the campus.					
3. Report to school authorities the cases and incidents of bullying in the school.					

Part III. Core Attributes & Characteristics of Supreme Student Government Officers

Instructions: Rate yourself in each of the following statements that refer to attributes and characteristics of youth leaders, using the scale indicated below

Scale	Descriptive Rating
5	Always True
4	Almost Always True
3	Frequently True
2	Seldom True
1	Not True

Statements	1	2	3	4	5
1. I enjoy communicating with others.					
2. I am honest and fair.					
3. My actions are consistent.					
4. I make decisions with input from others.					
5. I give others the information they need to accomplish their duties and responsibilities.					
6. I show loyalty to the organization and to the team members.					
7. I have a vision on where we are going and set long term goals.					
8. I make myself available and accessible.					
9. I set guidelines for how others are to treat one another.					
10. I coach team members about their duties and responsibilities.					
11. I criticize constructively and address problems of the organization.					
12. I give praise and recognition.					
13. I create an atmosphere of growth.					
14. I have counselled students who is upset with me or someone else in the organization.					
15. I have a deep-rooted understanding of the functions of the organization.					

(For Teacher-Advisers)

Republic of the Philippines
Department of Education
Region III – Central Luzon
SCHOOLS DIVISION OFFICE OF BULACAN
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February 23, 2018

The Supreme Student Government: Sowing the Seeds of Leadership Among Young Learners

Dear Participant,

I invite you to participate in a research study entitled *The Supreme Student Government: Sowing the Seeds of Leadership among Young Learners*. I am an employee of the Department of Education in the Schools Division Office of Bulacan. I am in the process of gathering data for the said study. The purpose of the research is to determine how the Supreme Student Government sow the seeds of leadership among young learners which may contribute in addressing youth issues.

The enclosed questionnaire has been designed to collect information on your perceptions on the competency level of SSG officers in terms of SSG functions, objectives and mandated activities, your perceived level of performance of SSG in addressing different youth issues and as well as core attributes and characteristics of SSG officers/advisers.

Your participation in this study is completely voluntary. You may decline altogether, or leave blank any questions you do not wish to answer. There are no known risks to participation beyond those encountered in everyday life. Your responses will remain confidential and anonymous. No one other than the researcher will know your individual answers to this questionnaire.

If you agree to participate in this study, please answer the questions on the questionnaire as best you can. It should take approximately 15 minutes to complete. Kindly return the questionnaire to the researcher once you are done.

If you have any questions, feel free to ask the researcher.

Thank you for your assistance in this important endeavor.

Sincerely Yours,

INAH MARIFAYE M. BLANCO
Project Development Officer I

The Supreme Student Government: Sowing the Seeds of Leadership Among Young Learners

Name (Optional):	
Name of School:	
Position in SSG:	

Part I. SSG's Competency in Terms of Functions, Objectives and Mandated Activities

Instructions: Please check (✔) your perception on the level of competence of the SSG of your school in the following functions/responsibilities, objectives and mandated activities of SSG using the scales indicated below:

Scale	Descriptive Rating
5	Highly Competent
4	Competent
3	Moderately Competent
2	Slightly Competent
1	Not Competent

D. Functions and Responsibilities					
Statements	1	2	3	4	5
6. SSG supports and promotes the ideals, principle, thrusts, and objectives of the SSG, the school, and the Department of Education					
7. SSG ensures fair, efficient, and effective delivery of services to the student body.					
8. SSG formulates and recommends programs, projects and activities that will address relevant issues and concern of the students.					
9. SSG plans, implements and enforces policies designed to protect and promote the student's rights and welfare.					
10. SSG spearheads all DepEd-driven thrusts, programs, projects and activities of the student government.					

E. Objectives					
Statements	**1**	**2**	**3**	**4**	**5**
9. SSG helps students develop passionate love of country, values, and competencies that will enable them to realize their full potential and to contribute meaningfully to the nation.					
10. SSG develops a student-friendly safe, and motivating learning environment.					
11. SSG represents the students in policy-making body of the school concerning the student's rights and welfare.					
12. SSG nurtures an inclusive, service-oriented, gender-sensitive, and environment conscious community.					
13. SSG develops self-confidence, critical thinking, problem-solving, decision-making, and learning among the student body and to utilize these skills in contributing towards nation-building.					
14. SSG empowers the students to strive for excellence in academics, leadership, and social responsibility, to encourage them to be proactive members of the society.					
15. SSG upholds the values, principles, and ideals of the Department of Education.					
16. SSG serve, protect, and promote the rights and welfare of every students.					
F. Mandated Programs, Projects and Activities (PPAs)					
Statements	**1**	**2**	**3**	**4**	**5**
7. SSG organizes the participation of students and volunteers in the annual Brigada Eskwela.					
8. SSG leads/participates in the National Greening Program (NGP) and other environment-related activities.					
9. SSG conducst reading and tutorial services.					
10. SSG assists in ensuring that the school is a smoke/tobacco free place.					
11. SSG leads students in organizing activities in the celebration of the World Teachers Month campaign.					
12. SSG conducts awareness campaign for youth issues (i.e. drug addiction, teenage pregnancy, and bullying).					

Part II. Level of Performance in Activities of SSG that Address Youth Issues

Instructions: Below are statements describing SSG activities that address different youth issues. Please check (✔) the column that represents the level of performance of your SSG officers (in general) in such activities. Use the scales indicated below:

Scale	Descriptive Rating
5	Very Good
4	Good
3	Satisfactory
2	Poor
1	Very Poor

D. Drug Addiction					
Statements	**1**	**2**	**3**	**4**	**5**
5. Launch programs, projects and activities in line with the Preventive Drug Education Program Campaign (DepEd Order No. 30 s. 2018).					
6. Conduct symposium on the effect of illegal drugs to one's health.					
7. Report to school authorities the incidents of the use of illegal drugs and intoxicating drinks.					
8. Conduct orientation –seminars for parents regarding the effect of illegal drugs to the youth.					
E. Teenage Pregnancy					
Statements	**1**	**2**	**3**	**4**	**5**
5. Design programs, projects and activities in line with the celebration of National Teen Pregnancy Awareness Day.					
6. Conduct symposium on the effects of early teenage pregnancy.					
7. Inform the students that there is a guidance counselor/ designated guidance teacher available in the school.					
8. Conduct orientation –seminars for parents regarding the effect of teenage pregnancy.					
F. Bullying					
Statements	**1**	**2**	**3**	**4**	**5**
4. Conduct programs, projects and activities in line					

	1	2	3	4	5
with the celebration of Anti Bullying Week.					
5. Print and post tarpaulins, slogans, announcements advocating anti-bullying inside the campus.					
6. Report to school authorities the cases and incidents of bullying in the school.					

Part III. Core Attributes & Characteristics of Supreme Student Government Officers

Instructions: Being an SSG adviser*,* rate yourself in each of the following statements that refer to attributes and characteristics of leaders, using the scale indicated below:

Scale	Descriptive Rating
5	Always True
4	Almost Always True
3	Frequently True
2	Seldom True
1	Not True

Statements	1	2	3	4	5
16. I enjoy communicating with others.					
17. I am honest and fair.					
18. My actions are consistent.					
19. I make decisions with input from others.					
20. I give others the information they need to accomplish their duties and responsibilities.					
21. I show loyalty to the organization and to the team members.					
22. I have a vision on where we are going and set long term goals.					
23. I make myself available and accessible.					
24. I set guidelines for how others are to treat one another.					
25. I coach team members about their duties and responsibilities.					
26. I criticize constructively and address problems of the organization.					
27. I give praise and recognition.					
28. I create an atmosphere of growth.					
29. I have counselled students who is upset with me or someone else in the organization.					
30. I have a deep-rooted understanding of the functions of the organization.					

2. Interview Guide Questions

- In what way do the SSG programs, projects and activities contribute in addressing issues of drug addiction, teenage pregnancy, and bullying?
- How would you convince your fellow students that the co-curricular clubs/organizations in your school are worth joining?
- What problems/ issues have you encountered in implementing programs, projects and activities of SSG?
- What program would you propose to enhance leadership among young learners?

B. Timetable

Below is the timetable of the activities undertaken in the study:

Activities	Time Frame	Person/s Involved
Meeting with the school heads of 21 public secondary schools in EDDIS I to inform and orient them on the conduct of the study.	February 2018	Principals Researcher
Orientation of respondents and distribution of consent and assent letters. Administration of research instrument/ questionnaire	March – April 2018	Researcher School Heads SSG Officers SSG Advisers Parents of SSG Officers
Interview with selected informants	May 2018	Researcher Selected respondents
Coding of Data Data Analysis	June 2018	Researcher SEPS in Research
Preparation of draft research output	July 2018	Researcher
Review and revision of research output	August 2018	Researcher SDRC
Submission of Final Research Output	October 2018	Researcher

D. Plan for Dissemination and Advocacy

Results of the study will be disseminated by providing a copy of the paper to involved public secondary schools as contribution to the body of knowledge. For wide dissemination, the Schools Division Office through Learning Resource Management Development Section will be given a copy to be uploaded in the LRMDS portal. The summary, conclusions and recommendations of the study will be part of the discussion in the CampBAYANIhan, the proposed intervention program to enhance leadership among young learners.

E. Photo documentation

Administration of Survey Questionnaire

Interview

F. Plagiarism Free Certificate

November 23, 2018

PLAGIARISM FREE CERTIFICATE

This is to certify that the research paper hereunder described has been evaluated using the Plagiarism checker software with plagiarism quantity of 13% duplicate. Thus, the paper was found satisfactory and within the permissible limit of content copied.

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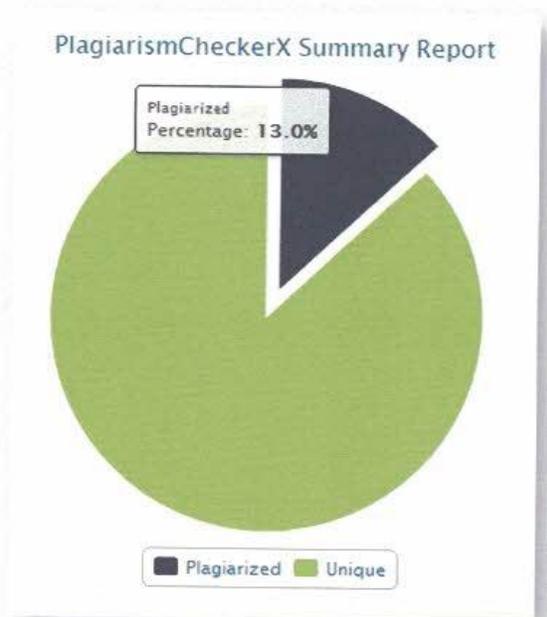
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BulSU Graduate School Secretary

WOMEN AND LEADERSHIP – CASE STUDY OF AFRICA

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ABSTRACT

For a long time, women leadership in Africa has been met with a lot of resistance which has forced many of them to look for strategies to help in the fight for leadership positions. This has seen them come together to form organizations that can help them raise above the many myths that women can never be good leaders.

They have done this with less support from the top leadership, whose huge composition is male, who are on the lookout for any progress made by the women towards achieving their goal, so that they may kill the women leadership quest before the baby is even born. Many are times women leaders in African have been discriminated against by the leadership systems and male dominated field by accusing them of being corrupt, poor management style, incompetence among others. In Kenya for instance, some male politicians have publicly criticized women leaders in Parliament, declaring that they cannot pass/ support the two-thirds gender rule, which requires both male and female leaders to have a certain number of presentation in Parliament and other leadership/managerial positions, as stipulated in the Kenya Constitution 2010.

Today, women in Africa have put their feet down through organizations that support women empowerment, to demand for their share of the cake. This has not been easy though, but they are making a huge impact. We have seen Africa produce female presidents, top corporate managers and tough female politicians. As Joyce Banda, Former President of Malawi said, "The seeds of success in every nation on earth are best planted in women and children", Africa is for sure reaping the fruits of Banda's statement.

Key word – Women and Leadership in Africa.

2

1   INTRODUCTION

In the modern era, the awakening social development of women in society has increased the scope of their participation in the development of the economy to widen from homes to the work place. However women are under-represented in many institutions in Africa, making the percentage of women leaders in senior management remain minimal. A substantial body of opinion within the research on women leadership reflects that modern organisations require a non-coercive leadership based on teamwork and building relationships. Furthermore it states, that this is the very style of leadership that is naturally employed by women. However, the generally held negative perception of women as leaders could be an obstacle to women leadership in many leadership roles. This study examines the barriers to women in leadership positions in senior management in Africa, and the initiatives committed to promote women to senior level of Leadership.

It is interesting to observe how in any auditorium, when both women and men are asked to name a leader, most people generally answer with the name of a male leader. Mahatma Gandhi, Martin Luther King, Nelson Mandela, Winston Churchill and Barrack Obama, among others, are names that are associated with the word leadership and all are male. Even though throughout history, certain women such as Joan of Arc, Marie Curie, Simone de Beauvoir and Mother Theresa have become important figures and leaders, in general, women have lacked the freedom to be able to develop their beliefs and ideas. This lack of freedom has served as an obstacle for the emergence of women with the same qualities and potential as many male leaders. It was perceived from the early days, "Power" belonged to men", and they took advantage of their power and freedom to implement their thoughts and ideas, both politically and economically. But Benjamin Constant, one of the France's leading writers, argued, mediocre men, when they acquired power, became "more envious, more obstinate, more immoderate, and more convulsive" than men with talent (1815), it sounds very true today!

Leadership is a concept that is closely related to the management or administration of organizations. According to Northouse (2012), both leadership and management involve working with people and are related to the influence over groups of individuals and to the achievement of goals. However, different authors coincide in mentioning the importance of distinguishing between the two ideas (Kent, 2005; Kotter, 1990; Northouse, 2014; Simonet & Tett, 2012, Yukl & Lepsinger, 2005). Generally speaking, while management and administration are related to discipline, order and stability, leadership is associated with creative thought, tolerance of ambiguity and the impulse to generate constructive change. I find these attributes in Women! This work focuses on the study of the participation of women in Leadership positions in organizations in Africa, in which a great deal of leadership capacity is required.

Over the sequence of history, an argument that has been presented to describe the scarce presence of women leaders is that the objectives or purposes of male and female lifestyles are different. According to this idea, men have generally channelled their leadership method to focus on the task, while women have done so to focus on people or the relationship. Male task-centered leadership has been more visible, more formal and official, and female people-centered leadership, on the other hand, has been considered a leadership of support. However, it is essential to analyse whether women universally tend to "focus on relationships" in their leadership style, and whether men tend to "focus on tasks" (Eagly & Johnson, 1990; Hoyt, 2010). Many African countries have come up with policies to help create conducive environment for assuming leadership positions for women, some are changing their constitutions, laws and

3

rules to accommodate this, but it has proved an uphill task. **This poses an important question:** if policy is not driving more women to the top, despite widespread use, then what will?

2. OBJECTIVES OF THE STUDY

The general objective of this study was to investigate into factors that affect women's participation in leadership positions in Africa. Specifically, the study aimed at:

(i)   Establishing the positions women occupy in political leadership in Africa

(ii)   Determining the factors that affect women's participation Leadership Positions in Africa.

(iii) Examine the structures and processes which reinforce the subordinate positions of women in Leadership dispensation.

(iv)   Suggest possible strategies that can enhance women's equal access and full participation in political power structures and decision-making.

3. RESEARCH QUESTIONS

The study sought to answer the following questions
.
1. Why are women still locked out of leadership positions and denied effective political representation?
2. Why do women still appear indifferent to, and ignorant of, leadership negotiations and procedures? Is it because they have over-emphasized factors which they can do nothing about over those which they can influence?
4. Why do some women still prefer incapable male candidates to capable women candidates?
5. Why does the society recognise the value that women bring in democratization of the leadership system as managers yet do nothing about enhancing their capacity to participate in power structures and decision-making?
6. What possible strategies can be used to enhance women's participation in leadership roles in Africa?

4. SIGNIFICANCE OF THE STUDY

Literature on women in leadership position is reach and there is every reason to seek ways of closing the gap in leadership positions in Africa. The significance of this study derived not only from its ability to determine the level of participation of women in leadership roles but also its examination of the factors that affect women's effective participation. It is hoped that the information gathered from this study will lead to new affirmative action policies that will enhance gender mainstreaming and equal participation in all leadership and development processes. The data will also be resourceful to scholars and policy makers as well as add value to the already available literature on gender participation in leadership roles in Africa.

4

5. MATERIALS AND METHODS

The researcher used qualitative research method for this study. This is a research process of naturalistic inquiry that seeks in-depth understanding of social phenomena within their natural setting. It focuses on the "why" rather than the "what" of social phenomena and relies on the direct experiences of human beings as meaning-making agents in their every-day lives. Rather than by logical and statistical procedures, qualitative researchers use multiple systems of inquiry for the study of human phenomena including biography, case study, historical analysis, discourse analysis, ethnography, grounded theory and phenomenology. The three major focus areas are individuals, societies and cultures, and language and communication. This is what this study focused on.

6. THE CURRENT SITUATION IN WOMEN AND LEADERSHIP

According to an accomplished female leader Betty Mould Iddrisu the following are top 10 lessons about leadership on the continent and the difficulties women have to overcome to reach - and stay - on top.

(i)   **Too Few At the Top at National and Regional Levels - Multitudes at Family   and Lower Levels**

"Even at an all-time best record of two female presidents, a woman prime minister and women occupying 19.7 per cent of parliaments across the continent, everyone would agree that these numbers of women in higher levels of politics - symptomatic of female representation in other sectors of society - are woefully low by any standards of fairness, equity or democratic principles of participation. No question, there have been significant moments and achievements to be proud of - the African countries of Rwanda, South Africa and Mozambique are among countries with the highest percentage of women in parliaments, however we are nowhere near where we need to be. And the higher-up I have climbed in my leadership journey, the more apparent this harsh reality has appeared. We must always applaud the valuable contributions of women at the lower and medium levels, but we need to be at that high-table to partake, contribute and share in the power of shaping our national and regional destinies. We may be making significant progress, but I know for sure the status quo is neither fair nor acceptable".

(ii)   Difficult Road to climb and Even More Difficult to stay at the Top When You 'Arrive'

"African women suffer systemic prejudices in making their way to the top. Firstly, we are not taken seriously because men believe a woman is intrinsically less competent than their male counterpart. The incidence of sexual harassment both at the tertiary level and in the workplace are very well documented, impeding women's progress overall. Additionally, the duties of motherhood can be crushing - if not managed carefully. Most men believe that women should take the primary responsibility for the care of the family so late working hours, weekend seminars, overseas and business trips which contribute to any workers upward mobility are very difficult for younger working wives and mothers. Arrival at the top tier is rare and when you are there you are usually faced with hostility and disbelief in your competency as a female. A

5

woman at the top works so much harder than her male counterparts to prove her competency and yet is still faced with ingrained prejudice and hostility to her playing the role of a boss or leader in a largely male dominated working environment".

(iii) Without Support You Cannot Make It

"Politics, corporate, or party is cruel and generally unforgiving. Nowhere is this more evident than for women in Africa. Since a woman's role is generally thought of as to be supportive to her husband and family the hard knocks and politics of insults which generally characterize public leadership are not palatable to a politician family and such women are thought of as bringing 'shame and disgrace to their families. Women leaders and politicians need the support of their sisters, mothers, grandmothers, aunts, classmates and cannot thrive without their active and vocal support. Women are generally thought of not to be supportive of each other and experience of many women leaders shows this to be a harsh reality. It takes a lot of inner strength and thick skin.

Countries like Kenya, through the new Constitution 2010 have tried to introduce the two thirds Gender rule to bring the balance in leadership positions but there are still many obstacles. What does two-thirds gender rule mean? According to the two-thirds gender rule, both the national assembly and senate should not have a composition of more than two-thirds of their members from one gender. This rule applies to all elective bodies as stipulated by the Kenyan constitution 2010. The two-thirds gender bill The Constitution of Kenya (Amendment) Bill 2018 is intended to raise women representation in parliament.

(iv) Too Many Barriers to Break Through Despite Progress in Several Critical Areas

Despite the remarkable progress, the many breakthroughs, and despite the increasing awareness and acceptance of women's leadership in Africa, there still remains far too many obstacles impeding a woman's leadership and her upward mobility. Traditional African society is still hedged by a myriad of barriers designed to maintain women's subordinate status in society. Hostile and cruel customary practices towards women, disproportionate access to education resulting in the girl child not being enabled to go and actually stay in school and endemic poverty affecting the rural peasant woman are all barriers which contribute towards keeping women out of active leadership roles on the continent. Most of the legal barriers towards women's progress have been overcome or reversed across the continent especially over the past 30 years. The challenge then comes with shedding outmoded perceptions of women's role in society and this can only come with time and a 'can do' attitude. Forward, we are moving, but I know for sure there are still many barriers to break through.

(v) Traditions Need Not Hold Us Back - They Can Be Catalytic

"Traditions are not supposed to be stagnant, they can be used as tools of change. This change is usually spearheaded by the women themselves. Some aspects of African tradition attempt to keep women silent, subordinate and second-class citizens, but many others uphold the dignity and sacred respect for womanhood. While conscious of the many harmful aspects of our traditions, I have always viewed and utilized the empowering dimensions of culture and tradition as a catalyst for positive change - to empower, to legitimize and to advance the African woman's role in leadership. Culture can be used to hold us back, but we can also shape cultures in ways that are liberating. Much of African tradition, however, that may have been rooted in glorious

6

cultures and histories, have been used by men to ambush women from realizing their full leadership potential, but I know for sure we can also find strength and opportunities in the values and dynamism of many of our cultures".

(vi) Education, Though Desirable, Is Not Everything

"Higher level education is a desirable but not a necessary pre-requisite to successful female leadership on the continent. Education commands an automatic certainty of status in society because it enables a woman to have a certain cachet. However, whilst I cannot emphasize enough its importance to every woman leader, I also know that formal education cannot provide all the tools you need to survive and succeed as a woman in higher-level leadership, but, more importantly, the lack of it does not disqualify a woman from excelling".

(vii) **No Substitute for Hard-Work, Inner-Courage and Determination**

Since there is an ingrained skepticism towards women's ability to succeed in Africa, it means, simply put, that women leaders must work doubly hard. The path to success is littered with obstacles and it takes huge doses of courage and determination to stay the course. I know for sure that, with or without peculiar challenges, hard work remains a non-negotiable imperative for leadership success. And with the gender-specific challenges of prejudice and skepticism directed at women leaders, the African woman leader has no choice but to work hard with a determined spirit. No matter how qualified or charming, and no matter how motivated or spiritual, a woman leader in Africa, she needs to work harder than her male counterparts to be counted at all.

(viii) **Networking is Crucial**

Complaints abound across the continent that women leaders do not assist in improving the status of their womenfolk in society. But only a woman, who has been at the top and has tried her very best to make a difference, would truly comprehend the extreme difficulties of being the only one of your kind up there. Women leaders need to and must continue to forge networks and alliances with the grassroots and civil society in order to be responsive to the needs of women at the grassroots and leadership. It is so lonely at the top of that ladder, but I know for sure that broader and stronger networks of grassroots, professional and civil society allies provide powerful forces you can surely count on.

(xi) **No Matter How Competent, Experienced and Powerful a Woman is, There Are Peculiar Challenges That Confront You**

You are always viewed and judged as a 'woman leader' and not just as a 'leader'. You are an African, a citizen and a leader, your 'womanhood' remains a pre-defined measure of society's worldview of your leadership. Consequently, the challenges of being a woman leader are multiplied because you are an African woman; but the harsh realities of female leadership in Africa are myriad - factors such as the extremely low representation of women in politics and leadership at all levels, negative and cruel cultural and traditional practices, the subordinate status of women, lack of education and poverty levels are all challenges to be overcome in leadership.

7

(x) **Yes, African Women Can**

"If there is one thing I have come to know and believe beyond any count, it is the ability of women to lead - in any sector and any field or at any level. We may continue to excel, just as some men excel. We may continue to stumble along the way just as so many men stumble. We may even fail once in a while, just as men have historically failed. But I know for sure that we are capable, we have the right to and we can indeed lead this continent". YES WE CAN!

Other Factors that Hinder Women's Leadership Participation in Africa

Socio-cultural factors

In many countries, traditions continue to emphasize women's primary roles as mothers and housewives and to restrict them to those roles. A traditional strong, patriarchal value system favors sexually segregated roles, and 'traditional cultural values' militate against the advancement, progress and participation of women in any political process. Societies all over the world are dominated by an ideology of 'a woman's place'.

Religious factors

Religion is another important source of cultural beliefs in most countries. Arguments about women's inferiority to men are present across all dominant religions, and religion has long been used to exclude women from aspects of social, political, or religious life around the world. But the major religions of the world are differentially conservative or patriarchal in their views about the place of women, both in the church hierarchy and in society. For example, Protestantism promotes nonhierarchical religious practices and more readily accepts women as religious leaders compared with Catholicism and Orthodox.

Gender roles-patriarchy

The family is the main institution of patriarchy, which is an important concept in explaining gender inequality [29]. Literarily, it means "the rule of the father"; more broadly, it refers to a society ruled and dominated by men over women. This is inherent in most African families. Giving men a higher social status over females has crept into public life, which reflects in state activities. The family plays an important role in maintaining this patriarchal order across generations. The socialization of children to expect and accept different roles in life has created a social mechanism for the development of values that engender the several forms of discrimination against the female sex. The greatest psychological weapon available to man is the length of time they have enjoyed dominance over women, who have taken it for granted especially in the area of politics that often continue to stereotype women and justify their subordination.

Economic factors

Women's historical experience of discrimination puts them at a disadvantaged position economically. Socio-economic status of women to a greater extent play a significant role in enhancing their participation and representation in political decision making bodies. In this regard Shvedova in 2002 argues that social and economic status of women in society has a direct influence on their participation in political institutions and elected bodies [20]. In other word Lack of economic resources is one of the biggest obstacles that prevent women from participating in politics in greater numbers. Making it easier for women to access economic resources, therefore, is a key in expanding women's presence in the political realm [28]. The

8

study done by Seyedeh metal also revealed that most of women are financially dependent on their husbands or relatives [17]. So it may not be possible for them to enter in political campaign.

!

What African Women in Leadership Positions have tried to do

Advancing Women Leaders in Africa- A Policy Toolkit from Her Excellency Dr. Joyce Banda Former President of Malawi

This is What Dr. Panda Advocated for

1. Enhance political will to empower girls, and appoint qualified women to leadership positions

2. Mobilize rural leadership, families, and communities to promote the change of mindsets and behavior around women and girls

3. Strengthen networks between current and emerging leaders

4. Allocate resources towards data collection and analysis, and research around women and leadership

5. Create the legal environment to advance women in positions of leadership

9

Empowering Women by Education

7. FINDINGS

To answer the question as to why women are still locked out of leadership positions and denied effective political representation, the study found out that African women suffer systemic prejudices in making their way to the top because firstly, they are not taken seriously because men believe a woman is intrinsically less competent than their male counterpart.

As to why women still appear indifferent to, and ignorant of leadership negotiations and procedures, the study revealed that higher level education is a desirable but not a necessary pre-requisite to successful female leadership on the continent. Education commands an automatic certainty of status in society because it enables a woman to have a certain cachet. Therefore, as women leaders strive to empower women through education, they must ensure that there is proper support and flexible systems to propel women to the top.

10

To answer why the society recognises the value that women bring in democratization of the leadership system as managers yet do nothing about enhancing their capacity to participate in power structures and decision-making, the study found out that some cultures, traditional beliefs and social-economic factors contributed a great deal to this.

As to what possible strategies can be used to enhance women's participation in leadership roles in Africa, the study found out that some countries are coming up with rules and regulations to help in closing the gap. Several countries in Africa are changing their constitutions to make it favourable for women to ascent to the leadership ladder. A good example is Kenya, with the two-thirds gender rule. More African Countries are embracing the ability of women in leadership roles and many have placed women in these positions. Recently Ethiopia became the newest entrant by electing her first female president, Sahke-Work Zewde, who was appointed on 27th October, 2017. (It should however be noted that in Ethiopia, the Prime Minister who is a male is more powerful than the President).

8.   CONCLUSION

There are a cross section of factors that hinder women's access to political participation in Africa. However, most Africa Governments have declared their commitment to gender equality and empowerment of women by stipulating the rights of women in their constitutions, issuing the women's policy of the countries and National Action Plans for gender equality to put gender mainstreaming into action in Africa. Despite all these, women are still at the subordinate position and women in the Africa occupy subordinate positions. There is a lot still pending that needs to be done to close the gap.

9.   RECOMMENDATIONS

(i)   Enhance political will to empower girls and appoint qualified women to leadership positions

The global community, heads of states and their governments must create opportunities to foster a conducive environment for women and girls to succeed and become leaders. While governments ultimately make laws surrounding women's empowerment, other stakeholders can put political pressure to enhance the will to implement their programs.

(ii)   Mobilize rural leadership, families, and communities to promote the change of mindsets and behavior around women and girls

Empower and engage traditional leaders to acquire skills enabling them to change mindsets surrounding women's leadership. Bilateral, multilaterals and international NGOs must involve traditional leaders in their efforts.

(iii)   Strengthen networks between current and emerging leaders

11

In the absence of a critical mass of women leaders across Africa, it is imperative to build networks to encourage female solidarity, knowledge sharing, and support systems. These networks must include all stakeholders, including girls and young women, and encourage cross generational relationships.

(iv)   Allocate resources towards data collection and analysis, and research around women and leadership

In order to address the lack of research on the status of women's leadership and argue the impact it can have on society, more attention must be paid to collecting, analysing and disseminating data about women and leadership. Prioritizing data is crucial to know where we are and how far we have to go to achieve gender parity in leadership. We need the metrics to help in examining how far we are in ensuring gender balance. We cannot do this without the data.

(v)   Create the legal environment to advance women in positions of leadership

Holding institutions accountable, writing and repealing legislation to empower women, encouraging civil society to engage with the law, and promoting access to justice will pave the way for women to become leaders. In many African countries, associations of women's jurists are active in writing laws and increasing inclusion, but governments must provide necessary support to ensure their success.

Without equal participation of both men and women, political/leadership participation and achievement of the desired threshold cannot to be accomplished. Democracy allows for diversity of opinion and participation of all. It should be remembered that women constitute more than half of the world's population. Additionally, the active participation of women on equal terms with men at all levels of decision-making is essential to the achievement of equality, sustainable development, peace and demiocracy.

12

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13

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Women's Role in the Family Economy

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Abstract

The issue of economy, occupation and livelihood is one of the most primitive and urgent issues that always accompany human life and form a major part of his life. The economic system governing the family should be such that it can overcome the existing problems and obstacles as the human life advances in any era. In this regard, the study of family economy and the methods of its management, the explanation of the economic fundamentals of family and the role of each member in its management are of particular importance.

It is necessary to identify the correct pattern of consumption in the family and to explain successful strategies in the family economic management. Undoubtedly, each family member with their good tactfulness has a strong role in managing the family economy. Meanwhile, women's role is more than others considering their position and responsibility.

Identifying the costs and managing the income at home brings about the right consumption and optimal usage of the facilities, resulting in balance, the salvation of problems, the reduction of anxiety and worries, and the governance of peace and tranquility on the family atmosphere. Simplicity and avoidance of formalities, creation of love and intimacy, reduction of wastefulness, creation of a spirit of patience and endurance and attention to the poor are the effects of the correct economy in the family.

According to this research, the how of household economy management has become clear, in the light of which the existing economic problems in the families can be partly overcome.

Keywords: economy, family economy, family economy management, consumption patter, identification of the costs.

Introduction

In the teachings of Islam, God has provided a healthy and balanced economic pattern for human life so that the man can recognize the right path from the wrong one. Undoubtedly, the most important pillars of human life are financial issues, and the greatest losses that bother human being are the extremes; until this issue is not resolved, the peace of society is not fully realized.

In Islamic culture, the excessiveness of wealth, descendants, power, beauty, authority, and other assets are considered as the means of testing mankind so that the individual's behavior towards these divine bonds and social and family responsibilities are measured. Wealth is one of the divine trusts that, when given to a man, he should not sacrifice the interests of the society and the family for personal inclinations and should not forget his responsibilities (towards society and family). Development and welfare deserves admiration and praise only when it is accompanied with the spiritual training and moral refinement. Thus, it is crucial for the families to consider the spiritual development and moral construction of the family atmosphere along with the economic issues.

The family is the most important factor in production and consumption of goods and services in the community, and its important responsibility is the continuation of the generation. In order to achieve this important goal, the family needs the economic effort. Accordingly, economists consider the family as the basis for the economic life of societies.

In order to achieve a healthy economy in the family, it is necessary for the members of the family to cooperate with each other, and in the middle of all this, the role of a mother is more important considering her responsibilities of being both a mother and a wife. Excessive and unnecessary expenditure not only reduces the level of family profit, but also transfer this unhealthy culture and habit to future generations. Mother can maximize the welfare and peace of the family members by providing proper conditions and management in the family so that all family members can use their human capital to achieve their transcendental goals with self-esteem and high mental and physical health, and in the future, they become beneficial people to the society.

Concept Recognition

A) Economics

The economics literally means "intent"; that is, the endurance in the way of preservation and moderation against disorientation. The above-mentioned concept applies to financial issues and organization of activities related to production, distribution and consumption (of goods). Applying the specific concept of economy about the financial issues is accepted by all cultures and is considered as an independent concept for this term.

Some has taken the word "intent" in the sense of being away from the extremes in the financial issues. A group of linguists also have defined this term as the middle ground between the wastefulness and extravagance[1]. In today's term, "economics" is the way to show how to use the least facilities to gain the most profit. Or, in the other words, the science of economics is the knowledge of the properties and wealth[2].

In relation to the meaning of "economics", Paul Samuelson states:

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[1] Seyyed Jamodeen Mousavi Isfahani, *the Qur'an's Economic Messages*, p.18.
[2] Ahmad Motahari, *General Economy Relations*, p.31.

Economics is the study of how people and society use scarce resources with different uses in order to produce various goods and distribute them among individuals and groups of society for the present and future consumption1.

B) Family

The family, as the smallest social institution plays the greatest role in human societies. Sociologists have provided many definitions for the family:

Family is a social institution made up of people who are mutually interconnected by marriage, co-blood, or adoption of a child, as the wife, mother, father, sister, brother, son and daughter, to create a common culture, and live together in a particular unit called "Home".

C) Management

Management is the way to achieve goals which are taken in the view for an organization, or in another words, it is working with individuals and groups to achieve goals and objectives. If we consider the family as an organization, it is essential that a person is selected as the head of the family for future planning for the family and the management of the current affairs, and this person can be called the family manager2.

D) Consumption

Consumption means "the cost" and in the economic terms, it is: the monetary value of goods and services purchased and procured by individuals. To explain this "cost", some have stated that wealth is the source of income, and the net income is used for two purposes. One part is dedicated to the accumulation of wealth and savings, and the other part is used to gain pleasure. The part of income which is spent on gaining pleasure is called "consumption"3. Considering the mentioned definitions (for consumption), economy means moderation in life affairs in order to correctly and optimally use divine blessings and gain more pleasure.

Economics from the Perspective of the Holy Qur'an

The Holy Qur'an is the long live miracle of the Prophet of Islam (PBUH) that has paid attention to all aspects of human life with its exalted teachings and commands. By reviewing the verses, it is concluded that the economic issues of the society and the family have a special place in the Qur'an, as it is mentioned in 80 verses of the Qur'an, such as the following:

وَ الَّذِینَ إِذَا أَنفَقُواْ لَمْ یُسْرِفُواْ وَ لَمْ یَقْتُرُواْ وَ کَانَ بَینْ ذَالِکَ قَوَامًا4.

"Do not give the feeble-minded your property which Allah has assigned you to manage…". In this verse, property is deemed to be the reason of continued existence and we are ordered not to entrust it to the feeble-minded person. Therefore, not only does not Islam consider the property as bad and evil, but also it takes the property as the basis of human life5.

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[1] Paul Anthony Samuelson, *Economics: An Introductory Analysis*, Vol. 1, p.5.
[2] Hasan Hashemidaran and Hussein Shirani, *Family Economy*, p.43.
[3] Ali Akbar Kalantari, *Islam and the Consumption Pattern*, p.19.
[4] The Holy Qur'an, *Al-Nisa*, verse 5.
[5] *The relationship of General Economy*, p. 36.

وَ الَّذِيْنَ إِذَا أَنفَقُواْ لَمْ يُسْرِفُواْ وَ لَمْ يَقْتُرُواْ وَ كَانَ بَيْنَ ذَالِكَ قَوَامًا.[1]

"Those who, when spending, are neither wasteful nor tightfisted, and moderation lies between these (extremes)." Moreover, studying the life style of the religious leaders and Islamic scholars in terms of their family aspect indicates the simplicity of their life, their avoidance from the world's formalities and material luxuries, and the enjoyment of love and intimacy in family relationships.

The Economic Pillars of the Family

A) The Role of Woman in Family Economy

The income of most households is limited, and the household has a cost that is paid from this income. People need a lot of goods for the continuation of their life and most of their income is spent on goods such as food, clothing, housing, education, and more. Since their income is limited, a limited amount of these needs are met, and the rest remain unanswered. The first question in the management of the household economic affairs is how this revenue should be dedicated for the consumption of all kinds of goods and services?

The art of economics means how to identify the limited resources available to meet human limited needs. The management of family financial resources is one of the most important tasks that is shaped by the tactfulness of all members. If the right and essential measures are taken into account, family members can take the most advantage of the least amount of facilities. The family members should be able to analyze the issues related to their life costs and determine the how of their expending based on the national interests and material and spiritual resources. Man's dominance over his own destiny and life based on what is considered to be the principle seems to be out of reach; however, the determination to act consciously, acquire knowledge and act appropriately, are the first practical and changing steps in this path[2]. In these changes and turnarounds, all family members can perform a considerable and important role; the father is in charge of gaining income, mother is the manager of the house, and children are the consumers, and so on.

What makes the household economy unique is the existence of interconnected relationships between occupational and family roles; that is, the relationships that are not commonly found in other than household economic issues. Understanding this inner connection can be considered as the key to the well-being of the family economy.

The system view provides a clear understanding of the interplay of the family system and the economy on one another and on the environment. It should be believed that the family economy is a serious and formal activity, and not for entertainment and amusement; however, this does not mean one cannot or should not establish an emotional connection related to economic activities; rather the main subject is that in order to procure the costs, a successful economy is needed[3].

The household economic management in the normal situation should be adjusted according to the amount of household income and the expenses. As in the family, parents should have emotional, psychological, and social management, management is also needed in spending and balancing the income and expenditure. Every family is referred to as a small business that needs resource management. Thrift, contentment, luxury avoidance, and competition are the prerequisites of implementing family economic management and ensuring its success. Hence, if the importance and role of every family member is explained in the household economy, the possibility of its success will be greater.

The family economy means how to organize and manage the resources of the house; the family is an organization which provides the production and distribution of the needed goods, and the wife

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[1] Furqan, verse 67.

[2] Hasan Hashemidaran and Husseing Shirani, *Family Economy*, p.59.

[3] Ibrahim Razaghi, *Consumption Pattern and Cultural Invasion*, p.70.

undoubtedly is one of the two pillars of the family that plays an essential role in this organization and management. The position of being a wife and a mother entrusts the major consumption resources to the woman and it is expected she can balance the income and consumption with proper organization and management; or, she plays an effective role in the growth and development of the household economy with proper planning and its correct implementation. Since the family economy has a significant impact on the society's regulation of the sketch of the economic development and growth and the major programs of various public and private sectors, it can be said women have a key role in the optimal usage of the resources, such as time, money, income…

The best way to examine the status of women and productivity at the international levels is the use of human development indicators which include the general status of women from the point of view of numbers, habitat, marriage, the number of women in charge of family and in terms of education, health and nutrition as well as politics and decision. Considering all these mentioned items can better define the role of women in the family economy more.

The existing barriers on the way of women's supervision and management, financial problems, lack of work experience with the family members, etc. can disappear the management role of women at home. But the experienced women can tackle the problems with their correct and wise tactfulness and provide the best use of the least facilities for family members.

The role of religious patterns in directing human life to prosperity and salvation is vivid and bright. The Holy Lady Zahra (SA), the daughter of the Prophet Muhammad (PBUH) is a good example for the Muslims with regard to the family management and family economic organization. In the practical life style of the Holy Lady Zahra (SA), the role of immaterial resources in Islamic economy is more important that the financial resources that she made the most sensible and reasonable use of these resources; like she created the highest level of free will for the family members by thanking God, praying to and getting help from God to fulfill the material needs of the family[1]. This is the best model for playing the role of the mother and paying attention to the emotional needs of the child and choosing the right allocation and optimization of the economy.

The result is that the role of woman in the household economy should always be at the focus of the attention of senior managers of the society on the basis of the family desires and cultural and social preferences, spending time at home to meet the family needs or spending the same time outside the house or even the finance jobs in work at home. It is obvious that neglecting this issue or paying attention to the minor and marginal roles of women will be irretrievable damage to her personality, as well as the reduction of social utilization of her abilities.

B) The Role of Other Family Members in the Household Economy

The principle of commitment and accountability which is the basic teachings of all religions has been extremely emphasized in Islam; especially, in the economic issues. In the light of this principle, life is properly reorganized, and the suffering of human masses is reduced. Since the home environment, which is the most original institution, cannot grow and become lofty without proper management, considering the man and woman identity, it is obvious that the most rightful person to manage the house is the man; because the woman cannot be as successful as the man in the home management due to her enormous emotions and feelings. The members of the family are obliged to act upon and follow the family director, and this is not in conflict with the consultation of the director with the members[2].

The primitive humans traveled to the desserts to meet their essential needs and supplied their food through hunting and fishing. With the passage of time and changes in the circle of human life and the beginning of agriculture and husbandry, women have partnered with men in such products. Gradually, the traditional live gave way to the mechanical life and a huge transformation was created in the families and society, to the point that these changes affected the role of family members and in some

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[1] Zahra Afshari, *Family Economy*, p.12.
[2] *Balance and Strength of the Family*, p. 75.

families, the woman plays the role of a man and vice versa; this style is not the Islam's way of life. The desirable family is the family that the man works as the breadwinner outside the house, and the woman is doing her main duty which is the management of the in-house works, the role of being a mother and a wife.

The role of children, who are the main consumers in the families at one hand and will have a significant role in the future household economy on the other hand, emphasizes the necessity of paying attention to their proper education and guidance. With the correct leadership in the family economy, characteristics such as collectivism, honesty, compassion, saving, accountability, courtesy, etc. are nurtured in the children. Children should get acquainted with the spirit of contentment and saving. This educational process should start from the childhood so that it is institutionalized in the family. Children should be informed that saving money is to deal with the sudden and unusual expenditures, and they should be taught the "a penny saved is a penny earned".

The children should learn that material differences are not a criterion for the valuation of human beings; and if someone wants to look at others' life regardless of what God has given him such as the facilities, the amount of income, contentment and satisfaction, undoubtedly, he jeopardizes the mental peace and children's overall health; because human being is greedy in the earning of material things, and whenever he advances in this regard, he will be more drowned and never will be relieved[1].

Given that all parents' efforts are aimed at achieving happiness and prosperity of children, guiding and educating children in all aspects of life should be at the top of all programs. In order to achieve this goal, the parents should be unified with one another and familiarize children with the religious and Islamic values in a proper and logical way[2].

The Household Economy Management

The family economy has two aspects: the income management and costs management by achieving a proper consumption pattern. The efforts to gain economic benefits keeps the family's economy healthy and sustainable if it is accompanied by the right principles. For example, if the children do not know anything about the source of family income, they get used to meet their own needs only and are indifferent towards the needs of other family members. Soon, they become greedy consumers, who in the future will bring about irreparable losses for themselves and the community.

Moreover, if parents, especially mothers, are only interested in solving the needs of their children, while they pay little or no attention to their own needs, unknowingly they raise the expectations of the children. This makes the children unaware of their parents' needs and only recognize the way to satisfy their own desires. On this basis, it is suitable to always consider the economy management of the family as a good place to educate and raise the awareness and readiness of children to confront the financial and economic problems.

The woman, as the director of the house, has had an important role in the economy of the nations throughout the history. A significant part of businesses is based on family management or ownership, so that it accounts for about half of the gross national income.

The economic management of the families forms a major part of their identity and is followed by the economic rise and the growth and prosperity of the family. What keeps and flourishes the economy of the families and consequently, the economy of the nations is to learn how to have a healthy and proper communications with those we are emotionally interested in[3].

The people of the society should have economic education and their economic and cost activities should be carried out within the framework of computation and management. The importance of this dimension of education is that the family economic system, if measured and calculated, will create a

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[1] Mahdi Mousavi Kashmari, *a Researcb on Lavishness*, p.95.

[2] *Balance and the Strength of the Family*, p. 49.

[3] Zahra Afshari, *Family Economy*, p, 64.

constructive ground for the material and spiritual growth of the members and the timely utilization of the facilities and forces, and prevent the loss of power, thought and capital of humans.

An uncalculated life does not have the necessary balance and coordination and in spite of large amount of power and capital, it has a very little restitution. As the result, the facilities and forces will be wasted and the stability and steadiness of the individual and society will be at risk.

The family's purpose, which forms an interconnected set, is not just raising the children; rather, the parents, who are the main pillars of their family, should have the right to apply their views on the family economic management. The freedom and free will of children should be within the limits they have the capacity and capability to take responsibilities; otherwise, the family foundation will be based on the children's commitment of operation and injustice towards their parents.

Women, who are in charge of the household economy management, in addition to justifying the children in economic affairs and preventing a higher expectations above family economic power, should pay attention to the number of children in the distribution of facilities among them so that the necessary conditions for women's business inside or outside the house to increase the income are prepared. For example, children's common use of some of the facilities not only has impact on the promotion of family economy, but also is a practical training of mutual association and solidarity[1].

The measures that women can think of for the economic management of the family can be put into the following categories:

A) Identifying the cost cases in the family

The first criterion in managing the family economy is to separate and recognize the costs. Costs can be divided into two categories: short-term and long-term costs. The short-term costs are those that should be spent on a daily basis or in the next few days, like food, clothing, etc. Long-term costs are those which are related to capital items or the cases which can be achieved within the next few months or years by a program or saving, such as buying a car or household appliances, etc.

In the other category, the costs are divided into essential and extraordinary ones. Extraordinary costs can be costs which are completely necessary such as illness treatment, educational fees in a given year or completely luxurious costs. That is, every individual should plan their living expenses on the basis of their income. Hence, everyone should have special plan for himself or herself to achieve the balance between the income and expenditure. It is necessary to adhere to this standard even in different economic conditions of life[2].

Establishing a harmony between the needs, the how of their fulfillment and adherence to the essential principle of economic discipline is one of the basic economic and educational programs in Islam[3].

B) The Consumption Pattern in the Family

One of the main pillars of economic development of the society and the family is the "reformation of the consumption pattern", which plays an effective role in the sustainable development; because, the inappropriate consumption ruins the investment resources and eradicates the economic growth basis and the society and family welfare in long term. Moreover, it destroys the possibility of participating in public spending and improving the distribution of income. Thus, the issue of "reforming the consumption pattern" is of particular importance in Islamic system.

The reformation of consumption pattern is not just an economic issue; rather, it has cultural and social dimensions. The reformation of consumption pattern can help human self-fulfillment and

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[1] Hasan Hashemidaran and Hussein Shirani, *The Family Economy*, p.64.

[2] Muhammad Muhammadi Reyshahri, *The Consumption Pattern from the Viewpoint of Qur'an and Hadith*, p.20.

[3] Muhammad Hakimi, *Life and Economy*, p.45.

inhibition of his instinctive tendencies such as selfishness, greed, cupidity, luxurious tendencies, and bring about the material and spiritual prosperity of human with voluntary austerity[1].

From Islam's point of view, property and wealth is not reprehensible; rather, Islam has set particular conditions and rules for all economic activities and businesses that lead to earnings. In Islam, the wealth is not junk and disposable; but it is forbidden to reject it (extravagance, lavishness, dissipation of property). Islam opposes and hard-fights this process that earning wealth and property becomes one's goal and passion and human beings sacrifice their entire life for it.

«وَ الَّذِينَ يَكْنِزُونَ الـذَّهَبَ وَ الْفِضَّةَ وَ لَا يُنفِقُونَهَا فى سَبِيلِ اللهِ فَبَشِّرْهُم بِعَذَابٍ أَلِيمٍ»[2]. [3]

In the instructions of Islam, the principles of contentment and proper economic rules have been taken into consideration and the believers are obliged to avoid lavishness and indulgence. However, since the Western life style has become the model for Oriental life style, one of the most beautiful traits which is the spirit of continence gradually faded. As the result, the family's mental relaxation has declined.

Studying and investigating the status of families indicates that most families are involved in economic, educational, health care problems, etc. Unlike the past, men and women spend most of their time working outside the house and sacrifice their peace and comfort for these infinite efforts.

The "consumption standard" is one of the other influential options in the consumption pattern. The standard of the consumption is a criterion which affects the household consumption in some ways. The higher the standard of income, the higher is the level of consumption. Although the form of consumption varies from one family to another, it is noteworthy that the consumption should be proper and desirable and be free from any extravagance and lavishness; since in the sacred rules of Islam, it is severely criticized.

The word "lavish" is used for all divine blessings: eating, wearing, even for the time and place. Lavishness is not just limited to the quantitative aspect and the magnitude of profitability of the property, wealth and divine blessings; rather, not consuming correctly and optimally is also an example of lavishness. "Lavishness" is a relative issue and depends on the conditions of time, place, development and lack of economic development, welfare, livelihood, and so on. It is possible that using an amount of good in a society is considered as the lavishness, while it is not considered the same in other society or for another person[4].

If there is no lavishness in a society and people institutionalize the spirit of contentment and satisfaction of blessing in their lives, there will be no poverty, class differences will be eliminated and all people will live in peace. The only objective of avoiding lavishness is not just to help the poor; but to respect the blessings, strengthen the financial ability of the family and society, and provide a global welfare are among the other objectives of avoiding lavishness.

C) The Success Strategies in the Household Economy

If we want to make the family economy permanently be based on the religious and scientific principles, we can make use of the following principles:

1. Household Economic Planning: planning is a clear picture of the goal and appropriate tools and methods for achieving the goal. Today, most decisions are based on the pre-planned plans and programs, i.e. planning. In the family economic system model, we cannot separate the family and economy from each other. Considering the future needs of the family, as well as recognizing the

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[1] *The Consumption Pattern from the Viewpoint of Qur'an and Hadith*, p.18.

[2] The Holy Qur'an, *Surah al-Tawbah*, verse 34.

[3] Morteza Motahari, *A View on Islam's Economic System*, p.18.

[4] *Islam and the Model of Consumption*, p.3.

opportunities and threats of family economy is in line with this model. Considering the above-mentioned issues can be the subject of women's training sessions[1].

2. Collection of Information on the Current Status of Family Budget*:* this strategy also has a positive effect on the household economy. In order to plan and set family budgets, the most important task is to take notes of the costs and income of the family. By taking notes of the costs and income on the daily, weekly or even monthly basis, in addition to specifying the amount of spent costs, there will be the possibility of analyzing and investigating the costs as well. It will be of a great help to predict and plan the family budget realistically in the future if we know what the most important expenditure figure belongs to which purchases, how much of this spending is essential and crucial for the living and how much it affects the family budget.

By writing down the expenses, the family finds out on what unnecessary items it has spent money, and as the result they will avoid it in the future. If the family expenses do not meet its income, they have to change the pattern of spending the income. Changes in costs should be as such that it puts minimum amount of pressure on the family and creates the least feeling of deprivation of consuming goods and services. The continuation of this method to reduce the costs leads to conviction of members opposing saving in the family[2].

3. Making the Ends Meet: the other successful solutions in the family economy is the balance between the costs and income. The balance of income and expenditure has special importance in the family budget. Some people spend their income with no prior planning as soon as they receive it, which causes their budget deficit at the end of each month and make them take loans. Planning for the spending of family not only cause the family not to face budget deficit, but also result in the surplus income. Therefore, to reach the balance of income and cost, having a proper economic plan is necessary. Since the behavioral style of the family especially mother has a significant impact on children, a proper model should be institutionalized in the family so that this proper model is transferred to the society and future families in a serial manner[3].

4. Order in Family Expenses: in the family budget, expenses need to be categorized and affairs which are of higher importance should be in priority, and the surplus income should not be spent on buying unnecessary and luxurious items. The surplus income should be used correctly and extravagance should be avoided. Most of economic problems of the families stem from the disorder in living expenses.

5. Economic Counselling: sometimes, families cannot manage the family economically, or they face problems which they cannot solve on their own. Today, there are many sources and references on the issue of household economy which families can refer to and get help from in their economic management of the family.

6. Attention to Religious Teachings*:* promoting the Islamic economic and religious issues in the family and avoiding the spirit of extravagance and lavishness can make the family economy stronger.

Results

The needs of life and economic issues are one of the greatest concerns of man. Addressing these concerns is possible only when the families raise their awareness and knowledge in this regard, combine their economics with value issues and religious teachings and avoid the luxuries, extravagance and lavishness. The woman as the house manager can have a major role in improving the healthy atmosphere of life and community with proper and timely measures and bringing peace to the family.

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[1] *Home Management*, p.117.

[2] Hasan Hashemidaran and Hussein Shirvani, *Family Economy*, p.88.

[3] *A Research on Extravagance*, p.91.

Laws cannot create the necessary commitment and deep accountability in humans on their own and reduce the problems of life and deprivation so that we have a proper economic program. Hence, ethics should come to help the economic criteria and the social justice should lighten the fiscal policies and small (family) and macro (society) economic systems.

Since the how of human's livelihood and the way of earning and spending money has direct impact on one's prosperity and wrath in this world and hereafter, it is necessary to explain the correct pattern of consumption from the viewpoint of religion. The family is the only source of labor supply for the society that can provide an important part of society's economic capital by depositing, purchasing bonds, and so on. On the other hand, since the family is the consumer of goods and services, the proper method of consumption increases the productivity rater and prevents the loss of opportunities and achievements.

The growth and development of the country in the form of culturalizing families through the basis of education which is the mother is possible. Mother can play the greatest role in the family and society in the course of proper economic management.

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