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Bangsamoro Autonomous Region in Muslim Mindanao
BANGSAMORO TRANSITION AUTHORITY

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BTA PARLIAMENT

Bangsamoro Autonomous Region in Muslim Mindanao
Parliament
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BTA Parliament Resolution No. 726

Introduced by:

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RESOLUTION ENCOURAGING THE MINISTRY OF BASIC, HIGHER AND TECHNICAL EDUCATION (MBHTE) TO ADOPT A PROGRAM RECOGNIZING STUDENT LEADERS IN ALL EDUCATIONAL INSTITUTIONS WITHIN THE BANGSAMORO AUTONOMOUS REGION, IN AN EFFORT TO RECOGNIZE THEIR CONTRIBUTIONS AS PRODUCTIVE AND RELIABLE MEMBERS OF THEIR INSTITUTIONS AND COMMUNITIES¹

WHEREAS, according to *Article II, Section 12 of the 1987 Constitution*, it is the policy of the State that it recognizes the vital role of the youth in nation-building and that it shall promote and protect their physical, moral, spiritual, intellectual, and social well-being. It shall inculcate in the youth patriotism and nationalism, and encourage their involvement in public and civic affairs;

WHEREAS, according to *Article XIV, Section 1 of the 1987 Constitution* on education, the State shall protect and promote the right of all citizens to quality education at all levels and shall take appropriate steps to make such education accessible to all;

WHEREAS, under the same Article, in its *Section 3, paragraph 2* it is provided that all educational institutions shall inculcate patriotism and nationalism, foster love of humanity, respect for human rights, appreciation of the role of national heroes in the historical development of the country, teach the rights and duties of citizenship, strengthen ethical and spiritual values, develop moral character and personal discipline, encourage critical and creative thinking, broaden scientific and technological knowledge and promote efficiency;"

¹ Entry of Mr. Abdulbashit M. Samad during the bill and resolution drafting contest, as part of the initiative of the Office of MP Ampatuan to engage youth and communities in its legislative measures. Revisions and improvements were done by the Office of MP Ampatuan.

WHEREAS, as we train students to be ready for real life situations, there is also a need to encourage them to be good role models in the school and in turn, in the society, by enhancing the three domains of learning, namely the cognitive, affective, and psychomotor domains, which help them to be ready in life wholistically;

WHEREAS, student leadership is a suitable testing ground for young leaders to become responsible and critical members of society and to harness these domains of learning;

WHEREAS, in an article on student leadership entitled "*Four Dimensions of Student Leadership: What Predicts Students' Attitudes Toward Leadership Development?*" written by John Shertzer, et. al., it was stated that "according to Astin (1984), involvement, is a key determinant student success, satisfaction, and persistence. It helps connect students to their institution, and fosters many positive relationships and learning opportunities not available within the classroom (Abrahamowicz, 1988; Astin, 1984; Schuh & Laverty, 1983)²;"

WHEREAS, in an exploratory study written by Sara B. Marcketti and Sara J. Kadolph of Iowa State University, entitled "*Empowering Student Leadership Beliefs*," which cites different authors, it was stated that:

"[t]he importance of leadership education for today's undergraduate students cannot be underestimated. In their future careers, undergraduate students will experience the unpredictable global market of today's work-environments (Kunz & Garner, 2007). To succeed, students will need these aspects of leadership: the ability to find and synthesize diverse sources of information, to manage self, and to empower others. Thus, models of leadership education, integrating theory, training, and experience are necessary (Hartman, Conklin, & Smith, 2007; Molt, 1995). Although many students will become leaders in their profession, there are limited opportunities for leadership development and education (Walker, 2006). As such, a more deliberate and intentional focus on leadership development could provide students with perspectives and motivations to take full advantage of leadership opportunities, which can be limited at this stage of their lives;³"

WHEREAS, student leadership is not an easy feat, especially when there is a need to balance between one's academics and extracurricular activities. It is a formative experience that requires determination, endurance, and perseverance. Being a student leader is taking on a heavy job and a multitude of responsibilities to serve the student body without any form of compensation;

WHEREAS, incentives are offered by different entities or institutions for student leaders. For instance, leadership excellence scholarship programs sponsored by different civil society organizations (CSOs) and scholarship programs are being offered by educational institutions;

WHEREAS, no mechanism is in place to recognize the efforts and contribution of student leaders by the BARMM Government;

² Shertzer, J., et. al. (2005). *Four dimensions of student leadership: What predicts students' attitudes toward leadership development?*. Retrieved from: <https://files.eric.ed.gov/fulltext/EJ957015.pdf>

³ Marcketti, S. & Kadolph, S. (2012). *Empowering student leadership beliefs: An exploratory study*. Retrieved from <https://files.eric.ed.gov/fulltext/EJ930142.pdf>

WHEREAS, student leadership is deserving of any form of reward. Student leaders in the BARMM should benefit from their efforts through a program from the BARMM Government's educational arm, the MBHTE;

WHEREAS, the acknowledgment of student leaders can be done in the form of an award or an incentive, or both for qualified student leaders;

WHEREAS, such acknowledgment of student leaders will encourage and inspire students to take on important roles, pursue excellence, to become reliable persons, to speak up for what is just, and to take up space not only in their schools, but also in their communities;

NOW THEREFORE, BE IT RESOLVED, AS IT IS HEREBY RESOLVED, by the BTA Parliament, to pass and approve this Resolution encouraging the MBHTE to adopt a program recognizing student leaders in all educational institutions within the Bangsamoro Autonomous Region, in an effort to recognize their contributions as productive and reliable members of their institutions and communities.

Adopted,


MP ENGR. BAIN TAN ADIL-AMPATUAN, MNSA