

## Sangguniang Kabataan (SK) Programs at Esperanza, Agusan Del Sur: Influence on Youth Development

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### ABSTRACT

*This study examined the effectiveness of the Sangguniang Kabataan (SK) programs implemented in schools across Esperanza, Agusan del Sur, emphasizing their impact on youth development. The research aims to evaluate how well these programs are meeting their objectives, particularly in the areas of health, education, social inclusion, peacebuilding, active citizenship, and economic empowerment. A quantitative research design was employed using a structured survey questionnaire distributed to youth participants engaged in SK programs. Data collection focused on assessing perceived program effectiveness and its correlation with key youth development indicators. Descriptive statistics, mean analysis, and regression analysis were utilized to analyze the data. Results show that SK programs were highly effective, consistently earning high implementation ratings. Notably, leadership (mean = 3.63) and problem-solving (mean = 3.65) were the most strongly developed competencies among participants. The study found that the programs significantly fostered confidence, enabling youth to plan, take initiative, and manage responsibilities. The study concludes that regular program evaluation, capacity-building for SK leaders, and policy refinement are essential steps to sustain and further improve the impact of these youth-centered initiatives. Strengthening these aspects will not only maximize the programs' potential but also ensure that the youth are effectively empowered to contribute meaningfully to their communities and society at large.*

### KEYWORDS

*Sangguniang Kabataan; youth development; competence; confidence; connection; global mobility; character development*

## INTRODUCTION

The collective perception of the youth's engagement in the community-building process alongside the government has been marred by numerous criticisms. It is undeniable that challenges have arisen concerning the establishment of government positions for the youth. According to UNICEF (2020), youth councils have struggled to effectively produce legislation, promote youth development initiatives, submit reports, and engage in consultations with their constituents. This led to skepticism and concerns regarding the effectiveness of the Sangguniang Kabataan, particularly regarding its perceived ineffectiveness in involving the youth in community development. Such issues have been highlighted in various studies and critiques from higher government authorities and researchers who have contributed to the advancement and enhancement of the Sangguniang Kabataan.

In the Philippines, the youth are those who are 15 years of age up to 30 years of age. As part of the community-building process, laws have been passed to recognize the participation of the youth since 1975 through Presidential Decree 684 that identified the role of the youth in community activities where the government gave a way to actively engage the youth in the development efforts of the country (National Youth Commission, 2019). Youth presence in a community shows a better future for society. Giving importance to their role in our society is an investment in building stronger and stable active citizenship in a locality and beyond borders. The prioritization of the youth in the community-building efforts of the government gives a remarkable impact on the grassroots government or the barangays. This gave way to the active participation of the youth in nation-building efforts of the government. Thus, the active participation of the youth is expected where nowadays, the youth are trained to engage in civic and politic roles from the barangay to the national level. In 1991, RA 7160, also known as Local Government Code of 1991, was enacted to form the Katipunan ng Kabataan to tap and harness the energy, enthusiasm, and idealism of young people aged 15-17 to vote for the Sangguniang Kabataan officials (UNICEF, 2022). The Sangguniang Kabataan (SK) as the local youth council develops over time from memberships, leaderships, names, and participation in the government.

Looking at the current situation of the operations and visibility of the Sangguniang Kabataan in many localities such as Esperanza, Agusan del Sur, it can be gleaned that they are having imbalance focus in developing the youth. Sports activities became the focus of the proposal of the SK officials which has become the default activity expected from them, blindly looking at the other needs of the youth in the community and somehow looking at them as icebreakers during the summer break of the students. Though this may not be true to all since some SK officials are implementing other programs that develop and sustain the other aspects of the youth development such as education, health, equality, and civic participation. Although their performance varies based on their specific focus, they are directed by the government in organizing activities and programs for the youth within their respective constituencies. Thus, effectiveness of the Sangguniang Kabataan can be enhanced by implementing programs, projects, and activities that genuinely benefit the youth. This can be achieved by assessing the influence of youth development challenges within the community and identifying the specific needs of their constituents.

In making the Sangguniang Kabataan more effective, the National Youth Commission (2019) issued Resolution No. 46 Series of 2019 known as A Resolution Approving the Guidelines on Local Youth Development Planning, Comprehensive Barangay Youth Development Planning, and Annual Barangay Youth Investment Programming. The Philippine Youth Development Plan (PYDP) becomes the framework for unified actions pertaining to youth development to address the economic, social, cultural, civil, and political rights of the youth. The PYDP proposed the nine centers for youth participation focusing on: health; education; economic empowerment; social inclusion and equity; peace-building and security; governance; active citizenship; environment; and global mobility. Through this plan, there will be a more comprehensive guideline in planning from the barangay up to the national level of the youth participation in the nation-building process. It can be gleaned that these centers of meaningful youth participation are also aligned with some of the United Nations Sustainable Development Goals, namely: good health and well-being; quality education; gender equality; decent work and economic growth; industry, innovation, and infrastructure; reduced inequalities; sustainable cities and communities; climate action; peace, justice, and strong institutions; and partnerships for

the goals. These goals are part of a plan of action for people, planet, and prosperity as mentioned in the preamble of the October 2015 General Assembly.

Thus, this study provides the Sangguniang Kabataan with opportunities and privileges that significantly impact the lives of young people, particularly in the municipality of Esperanza, Agusan del Sur. The study investigates how SK programs influence youth development in Esperanza, Agusan del Sur, Philippines. It also aims to explore the types of SK programs available in the area, the level of youth participation in these programs, and the perceived effects of these initiatives on youth development, as referenced in the Philippine Youth Development Plan (PYDP), 2023. The study determined the influence of Sangguniang Kabataan (SK) programs at Esperanza, Agusan del Sur and their influence on youth development.

## **LITERATURE REVIEW**

This research is guided by a combination of theories to understand the influence of SK programs on youth development in Esperanza, Agusan del Sur and how this support the study. Bandura introduced Social Learning Theory (SLT) in 1977. He continued to develop his ideas, and in 1986, he expanded SLT into Social Cognitive Theory (SCT). His latest book, *Social Cognitive Theory: An Agentic Perspective on Human Nature*, was published in 2023, according to his book that individuals learn through observing and imitating others. Social Learning Theory (SLT), proposed by Bandura, emphasizes that individuals learn behaviors, values, and social norms through observation, imitation, and modeling. By observing role models within the local government and actively engaging in projects that promote youth empowerment, they develop confidence, competence, and civic consciousness. SLT theory infers that reinforcement mechanisms, such as recognition for leadership achievements and positive feedback from the community, further encourage youth to adopt proactive behaviors. Ultimately, the SK programs, influenced by the principles of SLT, play a crucial role in shaping youth leadership, social responsibility, and active participation in community development.

Secondly, Typology of Youth Participation and Empowerment (TYPE) Pyramid, providing an evidence-based model of youth-adult participation. This signifies the importance of empowering young people through participation and decision-making. It was developed by Naima Wong, Marc Zimmerman, and Edith Parker in 2010, provides a framework for understanding different levels of youth involvement in decision-making and community development. This model is highly relevant to the Sangguniang Kabataan (SK) programs in Esperanza, Agusan del Sur, as it highlights the varying degrees of youth empowerment, from passive participation to active leadership. The SK programs serve as a platform for young people to engage in governance, develop leadership skills, and influence policies that impact their communities. According to the TYPE Pyramid, effective youth programs should promote authentic participation, where young individuals are not just passive recipients but active contributors to decision-making processes. In Esperanza, SK initiatives provide leadership training, project management opportunities, and collaboration with local government units (LGUs) align with the highest level of the TYPE Pyramid Youth-Adult Partnerships where youth and adults share power and responsibilities. This approach fosters self-efficacy, civic engagement, and long-term community involvement, ultimately shaping young individuals into proactive leaders who drive positive changes in their locality.

Both theories highlight how Sangguniang Kabataan (SK) programs in Esperanza, Agusan del Sur, cultivate youth development by promoting observational learning, mentorship, and active participation in governance. Through leadership exposure,

collaborative decision-making, and meaningful community engagement, these programs empower young individuals to become competent, confident, and socially responsible leaders who contribute to sustainable community development.

## **RESEARCH METHODS**

### ***Research Design***

The researcher utilized a descriptive causal research design for a reason that it allows the researcher to describe the current SK programs and determine whether and how these programs influence various aspects of youth development such as leadership skills, civic engagement, and personal growth. Causal research goes beyond mere description by examining cause-and-effect relationships, which aligns with the study's objective of exploring the influence or impact of the SK programs on youth outcomes (Creswell & Creswell, 2019). Furthermore, descriptive-causal designs are commonly used in social science research to assess the effectiveness of community-based initiatives, especially in governance and youth empowerment contexts (Saunders et al., 2019). By integrating both descriptive and causal elements, the study can provide a comprehensive understanding of the SK programs' reach and effectiveness, while also offering evidence-based insights for policy and program enhancement.

The causal aspect of this design is essential for exploring whether the SK program directly contributes to changes in the youth's development. This research design also facilitates the examination of multiple variables, such as program structure, youth participation levels, and external factors like community support or resources, to determine how these elements interact and affect the overall development of the youth. The use of this design ensures that the study not only describes the current state of youth development within the context of the SK program but also provides insights into why and how these developmental changes occur. The use of this design offers a systematic investigation by gathering quantifiable data and performing statistical, mathematical, or computational techniques in this study.

The convenience sampling was used by researcher in this study since it will collect data from the convenient pool of respondents within the vicinity of Esperanza, Agusan del Sur. The researcher finds it advantageous since it can collect data quickly, easy to do research, inexpensive, readily available samples, and fewer rules to follow (Lavrakas et al, 2019).

### ***Research Locale***

The research are covering the six (6) secondary schools of the municipality of Esperanza, Agusan del Sur these are the barangay of San Toribio, Barangay Duangan, Barangay Oro, Barangay Catmonon, Barangay Sta. Fe and Barangay Nato..

### ***Research Instrument***

The researcher used a modified survey questionnaire taken from the study entitled "Assessing Sangguniang Kabataan Programs: A Baseline Study in Developing a Comprehensive Plan for the Development of the Youth in Cuenca" by Rosales, (2023). The research instrument of this study composed of Part I and Part II respectively. Part I describes on the working conditions, the respondents are asked to check the box that corresponds the level of agreement or disagreement on the working conditions in Sangguniang Kabataan (SK) Programs and its influence to youth development on the following domains such as health, education, environment protection, global mobility, social inclusion & equity, peace building & security, active citizenship, and economic

empowerment. Part II, infer on the level of SK Programs Development to students as to Competence, Confidence, Connection, Character, and Compassion which had a Likert Scale of 4- extremely likely (EL), 3- likely (L), 2- unlikely (U), and 1- Extremely Unlikely (EU).

### **Data Gathering Procedure**

The data was gathered through the following procedures: Permission to conduct the survey. The researcher prepared and sent a letter to the principal of the school.

Retrieval of Questionnaire. When the request was granted, the researcher personally conducted the survey questionnaire to the respondents of the Study. Prior answering of questionnaires, instruction was given to ensure honest, clear, and complete answers. Each item in the questionnaire was explained clearly to the respondents to understand each question. To ensure that the questionnaire served its purpose, the researcher personally retrieved it immediately after answering.

Collect the Data. All responses of the respondents were tallied, sorted. The data was submitted to the statistician for appropriate statistical treatment.

Analyze and Interpretation. The researcher analyzed and interpreted the results of the study.

### **Data Analysis Plan**

#### **Statistical Treatment**

The data gathered is compiled, sorted out, organized and will be tabulated. And these is subject to statistical tools to facilitate the presentation of analysis and interpretation of data.

The following tests are frequency counts, mean, standard deviation and multiple regression. Computation used to determine the frequency distribution of data at certain levels of ratings. To further validate the results a regression analysis is used to test the significance of the study at 0.05 level of significance.

## **RESULTS AND DISCUSSION**

**Table 1.** Level of implementation of the SK program in terms of health

Indicators	Wtd mean	SD	Verbal description	Interpretation
1. Feeding program to address malnourished students.	3.52	1.47	Well implemented	Very satisfactory
2. Health and wellness activities such as Zumba.	3.57	1.36	Well implemented	Very satisfactory
3. Interviewed/ Information drives on teenage pregnancy.	3.72	1.35	Well implemented	Very satisfactory
4. Organize sports leagues, fitness activities, and recreational events.	4.06	1.19	Well implemented	Very satisfactory
5. SK councils have started programs focused on mental health	4.09	1.15	Well implemented	Very satisfactory
6. Organizing workshops and seminars on proper nutrition, hygiene, and preventive health measures	3.71	1.26	Well implemented	Very satisfactory
7. Anti-drug and anti-alcohol campaign	3.74	1.26	Well implemented	Very satisfactory
8. Lled health initiatives like blood donation drives, medical check-ups, and vaccination campaigns	3.98	1.25	Well implemented	Very satisfactory
9. Clean-Up and Sanitation Drives	3.93	1.27	Well implemented	Very satisfactory



10. Encourages youth to be health advocates within their communities,	3.74	1.33	Well implemented	Very satisfactory
<b>Total weighted mean</b>	<b>3.80</b>		<b>Well implemented</b>	<b>Very satisfactory</b>

*Legend: 1.0-1.49 poorly implemented, 1.50-2.49 fairly implemented, 2.50-3.49 moderately implemented, 3.50-4.49 well implemented, 4.50-5.0 very well implemented*

The result showing a total weighted mean of 3.80 for the level of implementation of SK programs in health, with a verbal description of well implemented and an interpretation of very satisfactory, implies that the Sangguniang Kabataan in Esperanza, Agusan del Sur has been effectively delivering health-related initiatives that meet the needs and expectations of the youth.

The weighted mean result suggests active engagement in promoting wellness, preventive care, and health awareness campaigns, which are essential in fostering healthy lifestyles among young people. The highest indicator “SK councils have started programs focused on mental health” which have a highest weighted mean of 4.09 signifies that these specific activities are the most effectively and frequently implemented components of the SK health programs in Esperanza, Agusan del Sur. This high score indicates strong youth involvement in organizing and mobilizing community-based health initiatives, reflecting their capability to contribute meaningfully to public health efforts. It also implies that these activities are well-received by the community and are seen as highly relevant, responsive, and impactful. According to the World Health Organization (2021), youth engagement in health promotion enhances not only their leadership skills but also the overall health outcomes of their communities. The result demonstrates that the SK is fulfilling its mandate to address health concerns and promote preventive care through visible and action-oriented programs, suggesting a well-functioning partnership between the youth council and local health stakeholders (UNICEF, 2022). However, indicator 1 that refers to “feeding program to address malnourished students” received the lowest weighted mean of 3.52 still falls within the range of well implemented but suggests that, compared to other health-related initiatives, this program may have faced more challenges or limitations in implementation. This lower score could imply issues such as insufficient resources, limited coverage, irregular scheduling, or lack of coordination with schools and health agencies. While the program is still functioning very satisfactorily, the relatively lower rating points to a need for improvement in planning, sustainability, and monitoring to maximize its impact on reducing malnutrition among students. According to the Food and Nutrition Research Institute (FNRI, 2021), consistent and well-managed feeding programs are essential in addressing child malnutrition, which directly affects academic performance and overall youth development. Thus, this result suggests that while the Sangguniang Kabataan has made commendable efforts in this area, further strengthening and support are necessary to enhance the program’s reach and effectiveness.

Findings suggest that while the SK is effective in delivering general health services, there is room for improvement in addressing specific and ongoing nutritional needs among vulnerable youth sectors to ensure holistic youth development. This supports the Food and Nutrition Research Institute’s (FNRI, 2021) report, which emphasizes the need for consistent and well-supported school feeding programs to address persistent malnutrition among Filipino children. These findings indicate that while the SK effectively implements general health initiatives, targeted interventions like feeding programs require further strengthening to ensure inclusive and holistic youth development.

Below is a table 2 shows the level of implementation of the SK programs in terms of education.

**Table 2.** The level of implementation of the SK programs in terms of education

Indicators	Wtd mean	SD	Verbal description	Interpretation
1. Feeding program to address malnourished students.	3.75	1.37	Well implemented	Very satisfactory
2. Free school supplies.	3.72	1.35	Well implemented	Very satisfactory
3. Free use of computers in the SK office.	3.55	1.39	Well implemented	Very satisfactory
4. Offer scholarships, grants, and financial assistance for underprivileged students	3.64	1.34	Well implemented	Very satisfactory
5. Provide workshops and training	3.66	1.23	Well implemented	Very satisfactory
6. Support students struggling in school,	3.79	1.17	Well implemented	Very satisfactory
7. Instill essential life skills	3.84	1.26	Well implemented	Very satisfactory
8. Frequently conduct literacy campaigns, reading programs & book donation drives.	4.03	1.13	Well implemented	Very satisfactory
9. Include digital literacy training	3.66	1.19	Well implemented	Very satisfactory
10. Organize career guidance programs	3.61	1.24	Well implemented	Very satisfactory
<b>Total weighted mean</b>	<b>3.72</b>		<b>Well implemented</b>	<b>Very satisfactory</b>

*Legend: 1.0-1.49 poorly implemented 1.50-2.49 fairly implemented 2.50-3.49 moderately implemented 3.50-4.49 well implemented 4.50-5.0 very well implemented*

The table 2 as presented above shows a total weighted mean of 3.72 for the implementation of Sangguniang Kabataan (SK) education-related programs in Esperanza, Agusan del Sur, with a verbal description of well implemented and an interpretation of very satisfactory, indicates that the SK has been consistently effective in delivering educational support initiatives that address the needs of the youth. This suggests a strong commitment to promoting access to quality education through various means such as literacy campaigns, provision of school supplies, scholarships, digital training, and life skills development. The relatively high rating reflects the relevance and responsiveness of these programs in helping students succeed academically and prepare for future careers. According to UNESCO (2022), local youth-led interventions play a crucial role in reducing educational inequalities and improving youth empowerment through education. Thus, the findings imply that the SK is not only meeting its mandates in the education sector but also positively contributing to the overall growth and development of learners in the community.

The indicator frequently conducts literacy campaigns, reading programs, and book donation drives”, which received the highest weighted mean of 4.03 with a standard deviation of 1.13, implies that this educational initiative is the most effectively and consistently implemented among the SK programs in Esperanza, Agusan del Sur. This high score reflects the strong emphasis of the Sangguniang Kabataan on promoting literacy and a reading culture within the community an essential foundation for academic success and lifelong learning. The result suggests that these activities are not only well-received by the youth but also perceived as highly relevant in addressing basic educational needs, especially in areas where access to learning resources may be limited. This aligns with the Department of Education’s (DepEd, 2023) call for community-driven efforts to combat learning poverty and improve reading comprehension among Filipino learners. Therefore, the SK’s active role in such literacy initiatives signifies a meaningful contribution to nation-building by helping bridge educational gaps at the grassroots level.

However, the indicator “free use of computers in the SK office”, which received the lowest weighted mean of 3.55 with a standard deviation of 1.39, implies that while the program is still considered well implemented and very satisfactory, it is relatively less accessible or impactful compared to other SK educational initiatives. This lower rating

may point to limitations such as inadequate number of computers, restricted availability, lack of awareness among youth, or insufficient internet connectivity. In today's digital age, access to technology is essential for education, research, and skill development, especially for students from underprivileged backgrounds. According to UNICEF (2022), digital inclusion is a critical factor in ensuring equitable learning opportunities and reducing the digital divide among young people. Thus, the result suggests that while the SK has made efforts to provide digital resources, there is a need to enhance this initiative by improving infrastructure, expanding access, and promoting digital literacy to fully maximize its potential benefits for the youth.

The findings show a significant progress in promoting literacy, there is a clear need to strengthen digital programs to ensure holistic support for youth education in both traditional and technological aspects.

**Table 3.** The level of implementation of the SK programs in terms of environmental protection

Indicators	Wtd mean	SD	Verbal description	Interpretation
1. Policies on tree seedlings aimed at enhancing the tree planting campaign that takes place every August.	4.07	1.04	Well implemented	Very satisfactory
2. Forum on Environmental Protection Program to inform the students of the dos and don'ts of the environment protection.	3.89	1.06	Well implemented	Very satisfactory
3. Distribution of the garbage container to the school.	3.59	1.16	Well implemented	Very satisfactory
4. Regular clean-up drives organized by SK councils bring young people together to clean public spaces, such as parks, beaches and rivers.	4.08	.947	Well implemented	Very satisfactory
5. Tree-planting projects encourage youth to take part in reforestation efforts, combating deforestation and enhancing biodiversity	4.02	1.16	Well implemented	Very satisfactory
6. Promote waste management practices like segregation and recycling.	3.93	1.13	Well implemented	Very satisfactory
7. Programs often include environmental education campaigns focusing on issues such as climate change, pollution, and biodiversity	3.89	1.19	Well implemented	Very satisfactory
8. Promote plastic reduction by encouraging alternatives, like reusable bags and containers, and by implementing anti-littering campaigns.	3.89	1.22	Well implemented	Very satisfactory
9. Advocate for water conservation by educating youth on responsible water use and organizing activities focused on protecting water sources	4.02	1.08	Well implemented	Very satisfactory
10. Engage youth in local environmental policy discussions and advocacy campaigns.	4.03	1.08	Well implemented	Very satisfactory
<b>Total weighted mean</b>	<b>3.94</b>		<b>Well implemented</b>	<b>Very satisfactory</b>

Legend: 1.0-1.49 poorly implemented 1.50-2.49 fairly implemented 2.50-3.49 moderately implemented 3.50-4.49 well implemented 4.50-5.0 very well implemented



The table 3, shows the level of implementation of the SK programs in terms of environmental protection. The total weighted mean, which is 3.94 implies that the SK in Esperanza, Agusan del Sur is actively and effectively promoting environmental awareness and action among the youth. This high rating demonstrates that the SK councils have successfully carried out various initiatives such as clean-up drives, tree planting, waste management, and environmental education campaigns, all of which contribute significantly to fostering eco-consciousness and sustainable practices at the community level. It reflects a strong commitment to environmental stewardship, which is essential in addressing local ecological challenges and engaging the youth as proactive agents of change. According to the United Nations Environment Programme (UNEP, 2022), empowering young people through local environmental initiatives is key to building resilient and sustainable communities. Therefore, the findings highlight the crucial role of the SK in nurturing environmentally responsible citizenship and ensuring that youth are meaningfully involved in environmental advocacy and action.

The highest indicator from the table 3, *“Regular clean-up drives organized by SK councils bring young people together to clean public spaces, such as parks, beaches, and rivers”*, with a weighted mean of 4.08 and a standard deviation of 0.947, implies that this initiative is the most effectively and frequently implemented environmental protection activity by the SK in Esperanza, Agusan del Sur. The high rating reflects the strong mobilization and active participation of the youth in tangible environmental actions, suggesting that clean-up drives are not only well-organized but also widely supported by the community. This also indicates that the SK has established a clear and consistent presence in addressing local environmental concerns through hands-on, collaborative efforts. According to the Department of Environment and Natural Resources (DENR, 2023), community clean-up initiatives serve as powerful platforms for environmental education and behavioral change, especially among the youth. Therefore, this finding highlights the effectiveness of clean-up drives in instilling environmental responsibility and building a culture of volunteerism and ecological awareness at the grassroots level.

Meanwhile the lowest indicator, *“distribution of garbage containers to the school”*, which received a weighted mean of 3.59 and a standard deviation of 1.16, implies that while the initiative is still considered well implemented and very satisfactory, it is relatively less impactful or consistently executed compared to other environmental protection programs of the SK in Esperanza, Agusan del Sur. This lower rating may suggest logistical challenges such as limited availability of containers, irregular distribution, or lack of coordination with school administrators. It may also reflect a perception that providing garbage bins alone is insufficient without accompanying efforts like waste segregation training or regular waste collection. According to the Commission on Audit (COA, 2022), the success of environmental programs in schools often depends not just on infrastructure provision but on sustained behavioral and management practices. Therefore, this finding indicates a need for the SK to enhance this initiative by combining it with education on proper waste management and ensuring adequate distribution and monitoring to maximize its effectiveness.

The implication of these findings is that while the SK is successful in mobilizing youth for hands-on environmental activities—building civic engagement and ecological awareness—there is a need to enhance support systems such as waste disposal tools to ensure long-term impact. As emphasized by the United Nations Environment Programme (2022), empowering youth through both action and access to resources is essential in sustaining community-based environmental change.

The level of implementation of Sangguniang Kabataan (SK) programs in terms of environmental protection is highly commendable as the table above shows, as evidenced by the total weighted mean of 3.94 and the verbal description of "Well Implemented" with a "Very Satisfactory" interpretation. The programs effectively engage youth in addressing environmental challenges through policies, campaigns, and activities that promote sustainability and community involvement.

The highest-rated indicator, "Regular clean-up drives organized by SK councils bring young people together to clean public spaces," achieved a weighted mean of 4.08, reflecting the strong impact of such initiatives in fostering community engagement and environmental stewardship. Research supports the efficacy of clean-up drives in enhancing environmental awareness and fostering a sense of collective responsibility among participants (Lu et al., 2020). Similarly, tree-planting projects and water conservation advocacy, both with means above 4.00, demonstrate the SK's focus on sustainable practices to combat deforestation and promote resource conservation, aligning with global efforts to mitigate climate change (IPCC, 2022).

Programs like "Promote waste management practices" (3.93) and "Engage youth in local environmental policy discussions" (4.03) highlight the SK's holistic approach to environmental protection, combining education, advocacy, and direct action. Studies indicate that involving youth in policymaking not only improves environmental outcomes but also cultivates leadership and civic engagement (Chawla & Cushing, 2021).

However, indicators like "Distribution of garbage containers to schools" (3.59) suggest potential areas for enhancement, particularly in improving resource distribution and accessibility to support waste management efforts more comprehensively. Expanding these initiatives could further strengthen the impact of the SK's programs.

Several studies further highlight the importance of environmental education and youth engagement in promoting environmental protection. For example, research emphasizes the need for environmental education programs to foster awareness, build connections with the environment, and influence youth perspectives (Punzalan, 2020). Other studies focus on the role of government, private sector, and civil society in implementing environmental policies and promoting sustainable practices (Akmal et al., 2022). The success of the SK programs, as indicated by the data, aligns with the broader recognition of the importance of these initiatives.

Further research could explore the specific impact of the SK programs on environmental outcomes. For instance, studies could assess the effectiveness of the programs in reducing waste, conserving water, or increasing tree cover. This would provide a more direct measure of the programs' impact and inform future program development. Overall, the SK's environmental programs demonstrate their alignment with international frameworks like the United Nations Sustainable Development Goals, particularly Goal 13 (Climate Action) and Goal 15 (Life on Land). By integrating youth-driven environmental initiatives, the SK fosters a culture of sustainability and proactive engagement in environmental protection.

**Table 4.** The level of implementation of the SK programs in terms of global mobility

Indicators	Wtd mean	SD	Verbal description	Interpretation
1. Information drive on sexual exploitation and human trafficking.	4.09	1.05	Well implemented	Very satisfactory
2. Participation in the International Youth Day	4.02	1.18	Well implemented	Very satisfactory
3. Youth advocates volunteering works	4.04	1.15	Well implemented	Very satisfactory

4. Teach youth how to repurpose waste materials into usable items, such as ecobricks for construction	3.60	1.4	Well implemented	Very satisfactory
5. Encourage young people to grow their own vegetables and learn sustainable farming practices.	3.73	1.33	Well implemented	Very satisfactory
6. Hold art, essay, or photography contests focused on environmental themes.	3.54	1.43	Well implemented	Very satisfactory
7. Organize marine conservation activities like coastal clean-ups, mangrove planting, and coral reef monitoring.	3.44	1.42	Well implemented	Very satisfactory
8. Teach youth about global warming, extreme weather events, and the importance of reducing greenhouse gases.	3.47	1.35	Well implemented	Very satisfactory
9. Promote biking, walking, and carpooling as eco-friendly transportation options to reduce carbon emissions.	3.67	1.24	Well implemented	Very satisfactory
10. Work with local government units to develop green spaces, community gardens, and parks.	3.97	1.21	Well implemented	Very satisfactory
<b>Total weighted mean</b>	<b>3.75</b>		<b>Well implemented</b>	<b>Very satisfactory</b>

*Legend: 1.0-1.49 poorly implemented 1.50-2.49 fairly implemented 2.50-3.49 moderately implemented 3.50-4.49 well implemented 4.50-5.0 very well implemented*

The overall weighted mean of 3.75 for the level of implementation of Sangguniang Kabataan (SK) programs in terms of global mobility, with a verbal description of well implemented and an interpretation of very satisfactory, implies that the SK in Esperanza, Agusan del Sur is effectively contributing to the promotion of global awareness, sustainability, and responsible citizenship among the youth. The data shows that the SK has successfully initiated and carried out programs that foster both local engagement and global consciousness, such as advocacy against human trafficking, participation in international observances like International Youth Day, and environmental sustainability efforts. This level of implementation suggests that the SK is playing a key role in preparing young people to become globally aware citizens capable of addressing interconnected global challenges, while also rooting them in community action. According to the United Nations Development Programme (UNDP, 2023), youth participation in globally aligned local actions enhances civic responsibility and empowers future leaders to contribute meaningfully to sustainable development goals (SDGs). Hence, these findings underscore the SK's vital role in shaping informed, proactive, and globally engaged youth.

The highest-rated indicator, "Information drive on sexual exploitation and human trafficking", with a weighted mean of 4.09 and interpreted as well implemented and very satisfactory, implies that the Sangguniang Kabataan (SK) in Esperanza, Agusan del Sur is effectively addressing critical global and local issues concerning youth safety and human rights. This high score reflects the strong awareness efforts and commitment of the SK to educate young people about the dangers of exploitation, empower them with knowledge, and promote community vigilance. The effectiveness of this program suggests that the SK is playing a proactive role in the prevention of human trafficking by fostering informed and responsible youth. According to the International Organization for Migration (IOM, 2023), community-based awareness campaigns are among the most effective tools in reducing vulnerability to trafficking, especially in rural areas. Therefore, this result highlights the importance of sustained information dissemination and advocacy to protect the youth and strengthen their capacity to act against exploitation.

In contrast, the lowest-rated indicator, “Organize marine conservation activities like coastal clean-ups, mangrove planting, and coral reef monitoring,” with a weighted mean of 3.44, though still interpreted as well implemented and very satisfactory, implies that this aspect of the SK's global mobility program is less prioritized or less frequently conducted compared to other initiatives. The relatively lower score may be attributed to factors such as limited coastal access, lack of technical expertise or resources, or lower youth engagement in marine-specific activities. Despite its importance, marine conservation may not yet be a central focus of youth initiatives in inland or resource-limited areas. This suggests a need for capacity-building and collaboration with environmental agencies to enhance program reach and relevance. According to the World Wildlife Fund (WWF, 2023), engaging youth in marine conservation is vital to sustaining biodiversity and building long-term environmental stewardship. Therefore, the implication is that while there is foundational effort in marine conservation, the SK should intensify awareness, training, and partnerships to improve the depth and consistency of these activities.

Based on the findings of the data, it suggests that some aspects of global mobility programming particularly those that may require specialized skills, resources, or access are less prioritized or less frequently conducted. These findings indicate that while the SK is active and impactful in several global awareness areas, there remains room for improvement in diversifying and strengthening programs to ensure more comprehensive youth engagement across all aspects of global mobility.

**Table 5.** The level of implementation of the SK programs in terms of social inclusion and equity

Indicators	Wtd mean	SD	Verbal description	Interpretation
1. Sports League for all ball games.	4.09	1.04	Well implemented	Very satisfactory
2. Semestral Youth Assembly in school	3.90	1.05	Well implemented	Very satisfactory
3. Drug Literacy Campaign	3.59	1.16	Well implemented	Very satisfactory
4. Helps break down barriers and empowers youth to actively shape their environment.	4.08	.947	Well implemented	Very satisfactory
5. Provide scholarships to underprivileged students	4.02	1.16	Well implemented	Very satisfactory
6. fund skills training and vocational courses	3.93	1.13	Well implemented	Very satisfactory
7. Organize sports tournaments, cultural festivals recreational activities that are open to all	3.89	1.19	Well implemented	Very satisfactory
8. Conduct campaigns on discrimination, gender equality, and social equity.	3.84	1.22	Well implemented	Very satisfactory
9. Organize job fairs, career guidance program	4.02	1.08	Well implemented	Very satisfactory
10. Awareness campaigns on mental health,	4.03	1.08	Well implemented	Very satisfactory
<b>Total weighted mean</b>	<b>3.93</b>		<b>Well implemented</b>	<b>Very satisfactory</b>

*Legend: 1.0-1.49 poorly implemented 1.50-2.49 fairly implemented 2.50-3.49 moderately implemented 3.50-4.49 well implemented 4.50-5.0 very well implemented*

Table 5 shows the level of implementation of the SK programs in terms of social inclusion and equity the total weighted mean of 3.93 for the level of implementation of Sangguniang Kabataan (SK) programs in terms of social inclusion and equity indicates that these initiatives are well implemented and assessed as very satisfactory by the respondents. This suggests that the SK in Esperanza, Agusan del Sur is effectively promoting inclusive participation, equitable access to opportunities, and supportive environments for all youth regardless of background or circumstance.

The highest-rated indicator, “Sports League for all ball games”, with a weighted mean of 4.09, implies that the Sangguniang Kabataan (SK) is highly effective in promoting inclusive recreational activities that encourage youth participation across different

backgrounds. This result reflects the success of the SK in using sports as a unifying platform to foster camaraderie, healthy lifestyles, teamwork, and social integration. The high level of implementation suggests that such activities are widely accessible and well-received by the youth, contributing positively to their overall development. According to the World Health Organization (WHO, 2023), organized sports and physical activities not only promote physical and mental well-being but also serve as powerful tools for social inclusion, especially among marginalized and at-risk youth. Thus, this result highlights the SK's capacity to create inclusive spaces where young people can engage constructively, build life skills, and strengthen community bonds.

However on the other side of having a lowest-rated indicator , “Drug Literacy Campaign,” with a weighted mean of 3.59, while still interpreted as well implemented and very satisfactory, implies that this program area may be less emphasized or less actively participated in compared to other SK initiatives in Esperanza, Agusan del Sur. Despite its importance in safeguarding youth from substance abuse, the relatively lower score may suggest challenges such as limited resources, lack of sustained awareness activities, or lower youth engagement in discussions about drug prevention. This highlights an opportunity for the SK to strengthen its collaboration with schools, health units, and law enforcement to design more interactive, informative, and consistent drug education programs. According to the United Nations Office on Drugs and Crime (UNODC, 2023), youth-centered drug literacy initiatives are essential for equipping young people with the knowledge and resilience to make informed choices and avoid risky behaviors. Therefore, improving the frequency and quality of these campaigns can further enhance youth protection and promote healthier communities.

The Drug Literacy Campaign, though still satisfactory, suggests a need for more focused attention and stronger implementation strategies in areas related to health and prevention education. Overall, the findings highlight the SK’s significant role in building an inclusive, supportive, and proactive youth sector, while also identifying areas where program delivery can be enhanced to ensure holistic development and participation of all young people in the community.

**Table 6.** The level of implementation of the SK programs in terms of peace building and security

Indicators	Wtd mean	SD	Verbal description	Interpretation
1. Curfew hours for youth	3.89	1.12	Well implemented	Very satisfactory
2. Violence Prevention Program	3.80	1.22	Well implemented	Very satisfactory
3. Liquor Ban for youth	3.95	1.91	Well implemented	Very satisfactory
4. Conduct training sessions and workshops on conflict resolution	3.75	1.33	Well implemented	Very satisfactory
5. Appoint youth peace ambassadors	3.68	1.35	Well implemented	Very satisfactory
6. Organize anti-drug campaigns and educational sessions.	3.56	1.39	Well implemented	Very satisfactory
7. Collaborate with the police, community leaders, and local government units	3.66	1.34	Well implemented	Very satisfactory
8. Organize disaster preparedness and first-aid training	3.51	1.41	Well implemented	Very satisfactory
9. Organize interfaith intercultural dialogues	3.61	1.31	Well implemented	Very satisfactory
10. Promote equality and prevent social exclusion,	3.78	1.26	Well implemented	Very satisfactory
<b>Total weighted mean</b>	<b>3.72</b>		<b>Well implemented</b>	<b>Very satisfactory</b>

*Legend: 1.0-1.49 poorly implemented 1.50-2.49 fairly implemented 2.50-3.49 moderately implemented 3.50-4.49 well implemented 4.50-5.0 very well implemented*



Data on table 6 shows the level of implementation in peace building and security implies a consistently high level of implementation for the SK programs related to peacebuilding and security. All ten indicators show a weighted mean between 3.51 and 3.95, falling within the "well implemented" range (3.50-4.49) and described as "very satisfactory." This suggests that the initiatives, ranging from curfew enforcement and violence prevention programs to training on conflict resolution and interfaith dialogues, are generally effectively put into practice.

While the overall implementation is positive, the standard deviations offer further insights. Several programs exhibit SDs greater than 1, notably "Organize disaster preparedness and first-aid training..." (SD 1.41), "Organize interfaith and intercultural dialogues..." (SD 1.31), and "Collaborate with the police, community leaders, and local government units..." (SD 1.39).

These higher SDs could indicate variations in implementation effectiveness across different contexts or target groups. Further investigation into these variations could help identify areas for improvement and ensure more consistent program delivery. A lower SD, such as that observed for "Curfew hours for youth" (SD 1.12) and "Violence Prevention Program" (SD 1.22), suggests greater uniformity in implementation.

Further research comparing the implementation levels of these programs with other youth-led peacebuilding initiatives could provide valuable insights into the effectiveness of the SK approach. Additionally, exploring the long-term impacts of these programs on community safety and social cohesion would be crucial for evaluating their overall success.

**Table 7.** The level of implementation of the SK programs in terms of active citizenship

Indicators	Wtd mean	SD	Verbal description	Interpretation
1. Team Building Activities	3.75	1.26	Well implemented	Very satisfactory
2. Indak Pinoy Dance Competition	3.93	1.24	Well implemented	Very satisfactory
3. Parol Making Contest	3.72	1.31	Well implemented	Very satisfactory
4. Offer workshops and seminars on leadership, decision-making, and governance.	3.61	1.31	Well implemented	Very satisfactory
5. Youth leaders represent their peers and actively contribute to policymaking...	3.74	1.29	Well implemented	Very satisfactory
6. Involve students and youth in community service activities ....	3.83	1.28	Well implemented	Very satisfactory
7. Motivate more young people to engage in community service ..	3.79	1.29	Well implemented	Very satisfactory
8. Organize campaigns on pressing issues....	3.81	1.29	Well implemented	Very satisfactory
9. Encourage students and youth to take active roles in protecting the environment.	3.81	1.34	Well implemented	Very satisfactory
10. Utilize social media and digital tools	3.74	1.30	Well implemented	Very satisfactory
<b>Total weighted mean</b>	<b>3.77</b>		<b>Well implemented</b>	<b>Very satisfactory</b>

*Legend: 1.0-1.49 poorly implemented 1.50-2.49 fairly implemented 2.50-3.49 moderately implemented 3.50-4.49 well implemented 4.50-5.0 very well implemented*

The table 7, shows level of implementation of the SK programs in terms of active citizenship, the overall weighted mean of 3.77 for the level of implementation of the Sangguniang Kabataan (SK) programs in terms of active citizenship indicates that these initiatives are well implemented and evaluated as very satisfactory by the respondents. This result implies that the SK in Esperanza, Agusan del Sur is successfully engaging the

youth in activities that promote civic responsibility, cultural expression, and community participation. Programs such as leadership seminars, involvement in policymaking, and participation in creative and service-oriented events are fostering a sense of ownership, accountability, and pride among young citizens. According to the Asian Development Bank (ADB, 2023), empowering youth through active citizenship programs builds their confidence and strengthens democratic participation, preparing them to become responsible and informed members of society. Therefore, this finding reflects positively on the SK's efforts to cultivate civic values and encourage proactive involvement in community development among the youth.

The highest-rated indicator “Indak Pinoy Dance Competition, with a weighted mean of 3.93, indicates that the Sangguniang Kabataan (SK) is highly effective in using cultural and creative expression as a tool to engage the youth and promote active citizenship. This result implies that youth are not only enthusiastic about participating in cultural activities but also view them as meaningful platforms for community involvement, identity building, and social connection. Cultural events like dance competitions foster unity, showcase local talent, and strengthen the youth's connection to their heritage and community values. According to UNESCO (2023), cultural participation is a key element of active citizenship because it encourages dialogue, inclusivity, and the celebration of diversity. Hence, this high rating reflects the SK's success in making civic participation enjoyable, inclusive, and deeply rooted in Filipino culture.

Active citizenship, often intertwined with civic engagement, encompasses individuals' participation in their communities and the political process. Youth involvement in such activities is crucial for developing future leaders and fostering a sense of responsibility towards society. Many programs aim to cultivate active citizenship among young people through various initiatives, including community service, leadership training, and engagement in policymaking.

On the other hand it can be gleaned that the lowest-rated indicator, “Offer workshops and seminars on leadership, decision-making, and governance,” with a weighted mean of 3.61, although still described as well implemented and very satisfactory, suggests that this particular aspect of active citizenship may be less emphasized or less consistently conducted compared to other SK programs. This implies a potential gap in fully equipping the youth with essential leadership and governance skills that are critical for meaningful participation in community and policymaking processes. The lower rating may be due to limited frequency of training sessions, lack of access or awareness among youth, or resource constraints. Therefore, this finding highlights an area for improvement, urging the SK to enhance its capacity-building efforts and provide more accessible, hands-on opportunities for youth to learn, lead, and influence decision-making in their communities.

**Table 8.** The level of implementation of the SK programs in terms of economic empowerment

Indicators	Wtd mean	SD	Verbal description	Interpretation
1. Job Fair Program	3.72	1.29	Well implemented	Very satisfactory
2. Organize youth Organization	3.44	1.29	Moderately implemented	Satisfactory
3. Livelihood Training Program	3.69	1.19	Well implemented	Very satisfactory
4. Provide seed funding, grants or micro-loans	4.01	1.09	Well implemented	Very satisfactory
5. Collaborate with government agencies like TESDA to provide skills training	4.06	1.02	Well implemented	Very satisfactory

6. Conduct financial literacy programs	3.96	1.03	Well implemented	Very satisfactory
7. Encourage the formation of youth cooperatives	3.71	1.13	Well implemented	Very satisfactory
8. Promote social enterprises, teaching youth how to run businesses ...	4.23	.861	Well implemented	Very satisfactory
9. Organize competitions that encourage youth to develop innovative solutions to local problems.	4.16	1.01	Well implemented	Very satisfactory
10. Supporting community-based projects	3.94	1.17	Well implemented	Very satisfactory
<b>Total weighted mean</b>	<b>3.89</b>		<b>Well implemented</b>	<b>Very satisfactory</b>

*Legend: 1.0-1.49 poorly implemented 1.50-2.49 fairly implemented 2.50-3.49 moderately implemented 3.50-4.49 well implemented 4.50-5.0 very well implemented*

The table 8 shows level of implementation of the SK programs in terms of economic empowerment. The total weighted mean of 3.89 for the level of implementation of SK programs in terms of economic empowerment indicates that the initiatives are well implemented and perceived as very satisfactory by the youth respondents. This suggests that the Sangguniang Kabataan in Esperanza, Agusan del Sur is effectively contributing to the economic advancement of young people by offering programs that equip them with skills, resources, and opportunities for income generation and entrepreneurship. High ratings in areas such as collaboration with TESDA, promotion of social enterprises, and financial literacy reflect a strong commitment to preparing the youth for sustainable livelihood and financial independence. As highlighted by the International Labour Organization (ILO, 2023), youth economic empowerment is essential for reducing poverty, promoting social inclusion, and fostering long-term community development. Therefore, this result implies that SK programs are playing a crucial role in enabling young individuals to become economically self-reliant and actively contribute to the local economy.

The highest-rated indicator, “Promote social enterprises, teaching youth how to run businesses,” with a weighted mean of 4.23, implies a strong and highly effective implementation of entrepreneurship development among the youth in Esperanza, Agusan del Sur. This result suggests that the Sangguniang Kabataan (SK) is successfully providing young people with valuable knowledge and practical skills in business management, innovation, and social impact, empowering them to become changemakers in their communities. This also reflects the growing interest and participation of the youth in entrepreneurial ventures that not only generate income but also address local social issues. According to the Asian Development Bank (2023), promoting youth-led social enterprises helps stimulate local economies, build resilience, and foster a culture of innovation and civic responsibility. Thus, this high score highlights the SK's vital role in nurturing entrepreneurial mindsets and encouraging sustainable, youth-driven economic solutions.

However, the lowest indicator “Organize youth organization,” with a weighted mean of 3.44, indicates that this component of the SK's economic empowerment initiatives is only moderately implemented and rated as satisfactory by the respondents. This suggests a relative weakness in mobilizing youth into organized groups that could serve as platforms for collective action, collaboration, and sustained economic initiatives. Youth organizations are essential for fostering leadership, mutual support, and long-term project sustainability. The lower rating may point to challenges such as lack of awareness, insufficient facilitation from SK officials, or limited engagement from the youth themselves. According to the United Nations Development Programme (UNDP, 2023), organizing youth into groups enhances their capacity to access resources, training, and networking opportunities, which are crucial for effective economic empowerment. Thus,

this finding highlights the need for the SK to strengthen efforts in formally organizing youth to maximize their participation and collective potential in economic initiatives.

The findings from both the highest and lowest indicators imply a significant insight into the strengths and areas for improvement within the SK's economic empowerment programs. The highest indicator, "Promote social enterprises, teaching youth how to run businesses" (WM = 4.23), reflects the SK's strong focus on equipping youth with entrepreneurial skills and promoting innovation for social and economic impact. This suggests that young people are being effectively empowered to create livelihood opportunities and contribute to community development through sustainable business practices. In contrast, the lowest indicator, "Organize youth organization" (WM = 3.44), points to a gap in establishing structured platforms for youth collaboration and collective action. While individual empowerment is being addressed through training and enterprise development, the relatively weaker implementation of youth organizational structures may limit long-term engagement, resource sharing, and the sustainability of initiatives.

Together, these findings imply that although the SK is making commendable strides in promoting youth entrepreneurship, there is a pressing need to complement these efforts with strong organizational frameworks that can institutionalize youth participation and expand the reach and impact of economic programs (UNDP, 2023; ADB, 2023).

**Table 9.** The level of development of the SK programs on youth development in terms of competence

Indicators	Wtd mean	SD	Verbal description	Interpretation
The SK programs influenced me to.....				
1. develop the ability to lead and influence peers.	3.63	.914	Extremely likely	Very high influence
2. enhance my ability to communicate effectively.	3.32	1.17	Likely	High influence
3. improve my competence in identifying problems.	3.65	1.01	Extremely likely	Very high influence
4. increase my knowledge and awareness of civic duties ...	3.51	1.12	Extremely likely	Very high influence
5. promote the interests of youth ...	3.55	1.09	Extremely likely	Very high influence
6. enhance youth's understanding and appreciation of our cultural identity	3.29	1.24	Likely	High influence
7. promote inclusivity...	3.39	1.17	Likely	High influence
8. encourage youth to speak at community meetings, forums, and events	3.24	1.35	Likely	High influence
9. participate in activities like cultural festivals and heritage conservation projects	3.39	1.03	Likely	High influence
10. enable youth to adapt to the demands of the digital economy. ..	3.18	1.24	Likely	High influence
<b>Total weighted mean</b>	<b>3.41</b>		<b>Likely</b>	<b>High influence</b>

*Legend: 1.0 -1.49 extremely unlikely /very low influence 1.50-2.49 unlikely/low influence  
2.50-3.49 likely /high influence 3.5 – 4.0 extremely likely /very high influence*

The overall weighted mean of 3.41, interpreted as "Likely" with a "High influence" rating, implies that the Sangguniang Kabataan (SK) programs in Esperanza, Agusan del Sur have made a noteworthy and positive impact on youth development in terms of competence, although there is still room for enhancement. This level of influence suggests that while many youth participants perceive the programs as beneficial to their leadership, problem-solving, communication skills, and civic awareness, the programs may not be fully maximizing their potential to deeply transform these competencies across all

participants. According to Bandura's Social Cognitive Theory (as cited in Zimmerman, 2022), development of competence is closely tied to opportunities for active participation, modeling, and reinforcement elements that SK programs are evidently supporting, though perhaps not yet consistently or intensively enough across all areas. Strengthening program reach, depth, and engagement strategies could elevate the influence from "high" to "very high" across more indicators, resulting in a more robust and empowered youth sector.

The highest indicator in the table, "Improve my competence in identifying problems," with a weighted mean of 3.65, indicates that the SK programs have a very high influence in helping youth develop critical thinking and problem-solving skills. This suggests that through their engagement in SK initiatives, young people are gaining valuable experiences that enhance their ability to assess situations, recognize challenges, and think strategically to find solutions skills essential for effective leadership and active citizenship. According to Larson et al. (2021), participation in youth-led programs fosters analytical competence and decision-making abilities, especially when youth are given responsibilities in planning and implementing community projects. This finding highlights the strength of SK programs in equipping the youth with the cognitive tools needed for proactive engagement in societal issues and their own personal development. The lowest indicator in the data is "enable youth to adapt to the demands of the digital economy," with a weighted mean of 3.18, which still falls under the "Likely" category and is interpreted as having a "High influence". This implies that while SK programs are positively contributing to youth competence in digital adaptability, their influence in this area is relatively less impactful compared to other competencies.

This lower score suggests a potential gap in SK initiatives related to digital skills training, technology access, and future workforce readiness, which are increasingly critical in today's fast-evolving digital landscape. As highlighted by UNESCO (2023), developing digital literacy and economic adaptability among youth is essential for empowering them to thrive in a tech-driven world. Therefore, SK programs may need to enhance efforts in incorporating digital economy-related training, such as coding, e-commerce, financial tech literacy, or remote work skills, to better prepare the youth for emerging opportunities and challenges.

The findings of the study reveal that the Sangguniang Kabataan (SK) programs in Esperanza, Agusan del Sur are generally well implemented and exert a high to very high influence on various aspects of youth development, particularly in fostering competence. The programs have been especially effective in developing young people's skills in problem identification, leadership, civic awareness, and communication, indicating their relevance to personal and community empowerment. However, the relatively lower influence in areas like digital adaptability suggests that while the SK initiatives are impactful, there is still room for improvement in equipping the youth with skills needed for the digital economy and future job markets. Overall, the study highlights that SK programs play a pivotal role in shaping responsible, skilled, and participative young citizens, aligning with national youth development goals and global calls for inclusive youth empowerment (UNDP, 2022; NYC, 2023).

**Table 10.** The level of influence of the SK programs on youth development in terms of confidence

Indicators	Wtd mean	SD	Verbal description	Interpretation
The SK programs influenced me to.....				
1. boost my self-assurance in speaking	3.38	1.08	Likely	High influence
2. develop my ability to lead peers.	3.47	1.10	Likely	High influence





3. strengthen my confidence to make independent decisions	3.32	1.13	Likely	High influence
4. increase my trust in one's own ability to plan	3.66	.948	Extremely likely	Very high influence
5. empower me to take initiative in proposing new ideas and led a project	3.59	1.03	Extremely likely	Very high influence
6. allow me to take on significant responsibilities	3.60	1.01	Extremely likely	Very high influence
7. improve interpersonal skills	3.58	1.00	Extremely likely	Very high influence
8. interact with professionals and community leaders through SK initiatives	3.46	1.10	Likely	High influence
9. face challenges in addressing local issues.	3.61	1.06	Extremely likely	Very high influence
10. encourage youth to start small businesses or engage in livelihood projects ...	3.53	1.10	Extremely likely	Very high influence
<b>Total weighted mean</b>	<b>3.52</b>		<b>Extremely likely</b>	<b>Very high influence</b>

*Legend: 1.0 -1.49 extremely unlikely /very low influence 1.50-2.49 unlikely/low influence 2.50-3.49 likely /high influence 3.5 – 4.0 extremely likely /very high influence*

The table shows level of influence of the SK programs on youth development in terms of confidence which overall weighted mean of 3.52 with a verbal interpretation of “Extremely likely” and a descriptive rating of “Very high influence” implies that the SK programs in Esperanza, Agusan del Sur have a strong and meaningful impact on youth confidence development. This result reflects that the initiatives implemented by the SK such as leadership training, exposure to community activities, and opportunities for decision-making are empowering the youth to believe in themselves, take initiative, and handle responsibilities with assurance. The programs are not only building self-esteem but are also enhancing interpersonal skills and resilience in addressing real-life issues. These findings affirm the role of youth participation programs in boosting personal development, which is vital for nurturing future leaders and engaged citizens (UNICEF, 2023; NYC, 2023).

The highest indicator, “increase my trust in one's own ability to plan,” with a weighted mean of 3.66 and a descriptive rating of “Extremely likely” and “Very high influence,” suggests that the SK programs significantly empower the youth to become more self-reliant and confident in organizing and planning activities or personal goals. This high score reflects how the SK's initiatives are fostering a sense of autonomy and foresight among the youth key elements in effective leadership and personal development. According to Bandura's Social Cognitive Theory, individuals develop self-efficacy the belief in their capacity to execute behaviors necessary to produce specific performance attainments through mastery experiences and social modeling (Bandura, 1997). In the context of the SK programs, youths are not only given the platform to participate but are also encouraged to lead and plan, which enhances their belief in their own abilities. This is aligned with the findings of the National Youth Commission (2023), which emphasize the importance of participatory youth programs in building confidence and planning skills among Filipino youth.

The lowest indicator, “encourage youth to start small businesses or engage in livelihood projects,” with a weighted mean of 3.53, though still described as “Extremely likely” and with a “Very high influence” rating, suggests that among all the confidence-related impacts of the SK programs, this area is slightly less emphasized or experienced by the youth compared to others. Using Social Learning Theory (SLT) by Albert Bandura, this can be explained through the concept of observational learning, where behavior is shaped by watching role models and through reinforcement or lack thereof (Bandura, 1997). If youth do not frequently observe peers or leaders actively involved in entrepreneurship or livelihood initiatives, they may be less confident in pursuing similar ventures themselves.

This implies that while the SK programs are successful overall, they might benefit from increasing visibility and mentorship around economic empowerment such as highlighting successful youth entrepreneurs or providing hands-on training to strengthen learning through modeling and improve entrepreneurial confidence among the youth.

Recent studies corroborate these findings, highlighting youth programs as catalysts for confidence-building and leadership. According to Flores et al. (2021), community-based youth programs in the Philippines promote independence and self-efficacy, key components of confidence. These findings affirm the value of SK initiatives in shaping confident, proactive, and community-oriented youth leaders.

**Table 11.** The level of influence of the SK programs on youth development in terms of connection

Indicators	Wtd mean	SD	Verbal description	Interpretation
The SK programs influenced me to.....				
1. strengthen my relationship and camaraderie	3.53		Extremely likely	Very high influence
2. develop my connection with local government units (LGU's)	3.33		Likely	High influence
3. develop interactions with mentors, particularly SK leaders.	3.30		Likely	High influence
4. promote a sense of unity and a relationship with the local culture and its traditions	3.18		Likely	High influence
5. builds relationships with SK councils from various municipalities ...	3.27		Likely	High influence
6. encourage the formation of youth councils and networks...	3.31		Likely	High influence
7. sense of belonging and shared responsibility	3.33		Likely	High influence
8. involve the elderly or local leaders encourage cross-generational connections...,	3.49		Likely	High influence
9. involve families in youth programs, the support systems that contribute to personal and social growth.	3.39		Likely	High influence
10. Foster strong peer-to-peer connections and camaraderie collaboration	3.38		Likely	High influence
<b>Total weighted mean</b>	<b>3.35</b>		Likely	High influence

*Legend: 1.0 -1.49 extremely unlikely /very low influence 1.50-2.49 unlikely/low influence 2.50-3.49 likely /high influence 3.5 – 4.0 extremely likely /very high influence*

The table shows the level of influence of the SK programs on youth development in terms of connection overall weighted mean of 3.35, with a verbal description of "Likely" and an interpretation of "High influence," implies that the Sangguniang Kabataan (SK) programs have a notable yet slightly moderate impact on fostering connection among youth. The findings indicate a promising level of effectiveness, particularly in encouraging collaboration and community participation, but also point to the need for enhancing youth engagement strategies that deepen ties with local government units, mentors, and intergenerational leaders. As supported by Lerner et al. (2020), positive youth development programs thrive when they cultivate "connection," one of the Five C's, by ensuring that youth feel supported and linked to others in their social environments. Thus, the implication is that while the SK programs are doing well in promoting youth connection, more targeted efforts could further elevate the sense of belonging and community integration among Filipino youth.

The highest indicator, "Strengthen my relationship and camaraderie" with a weighted mean of 3.53 and a very high influence, demonstrates the effectiveness of Sangguniang

Kabataan (SK) programs in fostering meaningful peer connections among the youth. This outcome can be well explained using both the Typology of Youth Participation and Empowerment (TYPE) model and Social Learning Theory (SLT). According to the TYPE model, this result reflects the "Empowered Youth Participation" typology, where youth are not merely involved in programs but are actively engaged in shaping and influencing the social experiences of their peers. When SK organizes inclusive activities like sports leagues, youth camps, and cultural events, young people are not only participants they become co-creators of the social atmosphere, which builds camaraderie and group cohesion. These opportunities empower them to take ownership of their roles in the community and foster strong peer relationships, which are vital aspects of holistic youth development.

From the lens of Social Learning Theory (SLT) this strengthening of camaraderie is also a product of observational learning and social reinforcement. As youth engage with one another in SK-led group activities, they observe and model behaviors such as teamwork, empathy, cooperation, and mutual respect. These interactions reinforce positive social behavior, increase trust among peers, and build a shared sense of belonging. Together, the TYPE model emphasizes active, empowered participation, while SLT explains how youth learn social and relational skills through interaction, both of which support the finding that SK programs significantly enhance youth camaraderie and social connectedness.

Meanwhile, the lowest indicator, "Promote a sense of unity and a relationship with the local culture and its traditions," which obtained a weighted mean of 3.18 and was interpreted as having a high influence, suggests that while Sangguniang Kabataan (SK) programs do have a positive impact in this area, it is comparatively less emphasized than others in terms of connection-building using the Typology of Youth Participation and Empowerment (TYPE) model, this indicator reflects a more "Tokenism" or "Assigned but Informed" level of participation. While youth may be involved in cultural activities, their participation might be more about attendance or performance rather than active engagement or leadership in shaping culturally rooted programs. The relatively lower influence indicates that SK programs may need to deepen the youth's ownership and meaningful involvement in preserving and promoting local culture and traditions.

From the perspective of Social Learning Theory (SLT) of Bandura this finding implies that the opportunities for observational learning and modeling cultural behaviors may be limited. Youth may not be frequently exposed to role models or interactive experiences that visibly demonstrate cultural values, traditions, and unity. Without consistent exposure to such behaviors within SK initiatives, youth may be less likely to internalize and replicate them. Thus, the finding implies a need for SK to strengthen programs that celebrate and immerse youth in local heritage through mentorship from elders, participation in traditional practices, and leadership roles in cultural preservation. Integrating active cultural participation with consistent modeling and reinforcement could enhance this aspect of connection, moving it toward higher empowerment and learning levels as described in TYPE and SLT frameworks.

Recent studies reinforce these findings, suggesting that youth-oriented community initiatives play a pivotal role in building connections. Similarly, Garcia and Lopez (2022) noted that engaging with local government units and mentors significantly enriches youths' social networks, a core aspect of SK activities. These insights affirm the SK's role as a platform for strengthening both interpersonal and community relationships.

**Table 12.** The level of influence of the SK programs on youth development in terms of character

Indicators The SK programs influenced me to...	Wtd mean	SD	Verbal description	Interpretation
1. demonstrate integrity and honesty.	3.41	1.12	Likely	High influence
2. embody a deep commitment to service	3.40	1.07	Likely	High influence
3. exhibit a deep passion for creating positive change	3.39	1.19	Likely	High influence
4. enhance inner strength and resolve triumph over adversities ...	3.53	1.01	Extremely likely	Very high influence
5. foster a deep commitment to bringing a positive perspective to the community...	3.33	1.19	Likely	High influence
6. emphasize transparency in the use of funds and implementation of projects.	3.39	1.22	Likely	High influence
7. do outreach activities to marginalized groups	3.37	1.18	Likely	High influence
8. support vulnerable sectors.	3.25	1.19	Likely	High influence
9. promote unity and collaboration ...	3.21	1.28	Likely	High influence
10. learn the importance of inclusion through SK programs ...	3.31	1.18	Likely	High influence
<b>Total weighted mean</b>	<b>3.35</b>		<b>Likely</b>	<b>High influence</b>

*Legend: 1.0 -1.49 extremely unlikely /very low influence 1.50-2.49 unlikely/low influence 2.50-3.49 likely /high influence 3.5 – 4.0 extremely likely /very high influence*

Table 12 show the level of influence of the SK programs on youth development in terms of character with overall weighted mean of 3.35 under the domain of character development suggests that Sangguniang Kabataan (SK) programs are perceived to have a "High Influence" on shaping the moral and ethical values of the youth. This implies that while the SK initiatives are effective in instilling values such as integrity, commitment to service, and community-oriented behavior, there remains room for enhancement to further deepen this impact.

The highest indicator under the character development domain is "enhance inner strength and resolve triumph over adversities" with a weighted mean of 3.53, interpreted as "Extremely likely" and a "Very high influence". This suggests that SK programs significantly contribute to helping the youth build resilience, emotional strength, and the capacity to navigate personal and community challenges. Using Social Learning Theory (SLT) by Bandura, this development can be attributed to observational learning, where young individuals model behaviors of empowered SK leaders who exemplify perseverance, courage, and determination in the face of adversity. Through SK-led initiatives such as leadership camps, community service projects, or youth forum young participants witness and emulate traits like emotional regulation, grit, and optimism, which reinforce their own inner strength.

This also aligns with the Typology of Youth Participation and Empowerment (TYPE), particularly the "empowered participation" category, where youth are not merely participants, but active agents of change. By being given responsibility, such as leading initiatives or managing community projects, youth are placed in situations that challenge them to think critically, adapt, and overcome obstacles thereby reinforcing their inner resolve.

In essence, the highest indicator reflects how SK programs provide experiential learning opportunities, where youth develop not only skills but character through real-world challenges supported by the vicarious learning of SLT and the active, meaningful

involvement emphasized in the TYPE model. The result highlights that SK programs are instrumental in cultivating ethical leadership and civic responsibility, two critical pillars of holistic youth development. A high influence rating suggests that youth are moderately to strongly guided by SK activities in reflecting on their values and role within their communities. However, to maximize this influence, there is a need for sustained, values-driven programming such as mentorship from principled leaders, transparent governance practices, and community immersion activities that foster empathy, resilience, and inclusivity.

The lowest indicator under the character development domain is "promote unity and collaboration" with a weighted mean of 3.21, interpreted as "Likely" and a "High influence". While still positively rated, this result indicates that the influence of SK programs in fostering a deep sense of unity and collaborative spirit among the youth is comparatively less strong than other aspects of character development. From the perspective of Social Learning Theory (SLT) by Albert Bandura, unity and collaboration are social behaviors that require consistent modeling, reinforcement, and shared experiences. If youth are not frequently exposed to visible examples of cooperative leadership, team-based initiatives, or inclusive decision-making, the modeling necessary for these values to be internalized may be insufficient. SLT emphasizes that individuals learn by observing others; hence, if SK officers or community leaders do not consistently exhibit unity or if activities are more individualistic in nature, this may limit the opportunities for the youth to learn collaborative behavior through observation and participation.

Applying the Typology of Youth Participation and Empowerment (TYPE), this indicator may suggest that youth are engaged at a consultative or assigned level of participation, rather than at a collaborative or empowered level. In such cases, while youth may be present in activities, they may not always be involved in collective decision-making or cooperative planning, which are essential in promoting genuine collaboration and unity.

**Table 13.** The level of influence of the SK programs on youth development in terms of compassion

Indicators	Wtd mean	SD	Verbal description	Interpretation
<b>The SK programs influenced me to.....</b>				
1. promote engagement in activities that focus on the needs of those who are marginalized	3.29		Likely	High influence
2. foster a deeper awareness and emotional bond with social issues ...	3.53		Extremely likely	Very High influence
3. establish a strong dedication to advancing the rights and interests of marginalized communities	3.45		Likely	High influence
4. cultivate awareness and kindness towards people dealing with mental health issues.	3.45		Likely	High influence
5. participate in efforts that deliver help and relief in emergency situations.	3.33		Likely	High influence
6. foster initiatives to care for those in need, teaching the value of addressing hunger, poverty.	3.30		Likely	High influence
7. create inclusive activities for PWDs ....	3.30		Likely	High influence
8. involve in relief efforts during natural calamities	3.40		Likely	High influence
9. engage out-of-school youth build empathy	3.31		Likely	High influence
10. build a compassionate mindset toward the	3.49		Likely	High influence



global community.			
<b>Total weighted mean</b>	<b>3.38</b>	<b>Likely</b>	<b>High influence</b>
<i>Legend : 1.0 -1.49 extremely unlikely /very low influence 1.50-2.49 unlikely/low influence  2.50-3.49 likely /high influence 3.5 – 4.0 extremely likely /very high influence</i>			

The table shows level of influence of the SK programs on youth development in terms of compassion with overall weighted mean of 3.35, interpreted as "Likely" with a "High influence", implies that the Sangguniang Kabataan (SK) programs are positively contributing to the character development of the youth, though there remains room for growth and enhancement. This suggests that youth participants perceive SK initiatives as influential in shaping values such as integrity, service, transparency, and commitment to community. However, the fact that the influence level is not yet rated as "Extremely Likely" or "Very High" across all indicators reveals that some aspects of character building may not be fully maximized or consistently reinforced within current programming. It can be said that the overall implication is that while SK programs are effectively nurturing character development, more intentional, participatory, and values-based programming is needed to elevate the influence from "high" to "very high," ensuring that the next generation of youth leaders grows with a strong moral compass and a collaborative spirit.

The highest indicator under the character development domain is "enhance inner strength and resolve to triumph over adversities", with a weighted mean of 3.53, interpreted as "Extremely likely" and "Very high influence". This suggests that the Sangguniang Kabataan (SK) programs have a significant positive impact on helping youth develop personal resilience, perseverance, and emotional strength in facing challenges. Through the lens of Social Learning Theory (SLT) by Albert Bandura, this result can be explained by the idea that individuals learn behaviors and attitudes by observing role models, especially those they identify with or admire. When SK leaders or peer mentors demonstrate resilience, courage, and perseverance in their roles such as leading community efforts, solving local issues, or standing firm in adversity young participants are likely to model these traits in their own lives. SLT emphasizes that behavior is shaped not just through direct instruction, but through observing others successfully manage difficulties, especially when these role models are reinforced or rewarded for their efforts.

Additionally, according to the Typology of Youth Participation and Empowerment (TYPE) framework, this indicator likely reflects a youth-led or empowered form of participation. When young people are given leadership opportunities, allowed to take initiative, or are trusted with meaningful responsibilities in SK projects, they are placed in situations where they must make decisions, solve problems, and overcome obstacles. These real-life experiences provide a powerful context for developing inner strength and personal growth.

The lowest indicator under the character development domain is "promote unity and collaboration", with a weighted mean of 3.21, interpreted as "Likely" and reflecting a "High influence". While this still shows a positive impact, it suggests that SK programs are less effective in instilling unity and collaborative spirit among the youth compared to other aspects of character development. From the standpoint of Social Learning Theory (SLT) by Albert Bandura, unity and collaboration are behaviors that are learned socially, primarily through observing, modeling, and interacting with others in a cooperative context. If SK-led activities are not consistently demonstrating teamwork, shared responsibilities, or collective problem-solving, the youth may have fewer opportunities to observe and practice collaborative behavior. According to SLT, learning occurs most effectively when individuals see others succeed through cooperation, receive positive

reinforcement, and are actively engaged in group-oriented tasks. A lack of exposure to such models or environments may explain the relatively lower influence in this area.

Linking this with the Typology of Youth Participation and Empowerment (TYPE), the result may reflect that SK programs, while involving youth, may still be operating more at the “consultative” or “assigned but informed” levels, where youth are present in the process but not deeply engaged in shared decision-making or team-based planning. This limits opportunities for authentic participation, where young people can experience the value of working together, thus weakening the development of unity and collaboration.

Based on the discussion above, SK programs are positively contributing to youth character development, the lower score on unity and collaboration signals a need for more intentionally designed, team-based and participatory programs. To strengthen this area, it is suggested that SK may consider increasing youth-led group initiatives, peer collaboration activities, and joint decision-making efforts which, aligned with SLT and TYPE, can enhance social modeling and empower youth to internalize the values of unity and teamwork.

**Table 14.** Regression analysis of the level of implementation of the SK programs on the level of influence of the development of the youth in terms of connection Model a summary table.

Model		B	Df	t	p-value	Decision
1	(constant)		8	8.221		
	GMmn	-2.242		-2.172	.031	Reject null hypothesis
				$r^2=.039$		$\alpha=.05$

a. Dependent Variable: connection

n. Predictors: (Constant), ECmn, Hmn, PBmn, Slmn, EnviMn, Emn, ACmn, GMmn

The table 14 shows summary table on the level of implementation of the SK programs with the level of influence of the development of the youth in terms of connection. The result of the regression analysis indicates that among the SK programs advocated to the Grade 10 participants in the different high schools of Esperanza, Agusan dl Sur, only global mobility is found to influence the level of youth development. The model summary denotes global mobility to be statistically significant, as indicated by -its p-value which is less than .05 (df=8,  $p=.031$ ), set for statistical analysis. Thus, the null hypothesis that states, “there is no SK program that influences the level of youth development is rejected at 0.05 level of significance. It implies that the SK program which is global mobility explains a significant portion of the variance in the youth development manifested by the Grade 10 learners. The  $r^2$  value of .039 further explains that global mobility accounts for approximately 3.9% of the variance of the level of youth development of the participants.

Further run in the regression analysis of the other predictor variables on the influence towards the other levels of youth development indicated variances of contribution to the youth development which do not have significant influence ( $p>.05$ ).

The implications of these findings highlight the importance of refining and aligning SK program strategies to better address and strengthen youth connections. Efforts should focus on enhancing program components that foster collaboration, mentorship, and community involvement, as these are key to building strong interpersonal and institutional connections. Additionally, addressing any limitations in specific program areas could further increase the positive impact on youth development, ensuring the SK programs remain an effective platform for cultivating community-oriented and socially connected young individuals.

This finding aligned with the study of Reyes, et. al. (2017) as he gave emphasizes on the active participation in the community affairs and inter-agency collaborations, this enhance their interpersonal and working skills, which are essential in mobilizing support and fostering youth engagement. Furthermore, these connections not only strengthen their influence but also enable them to bridge the gap between the youth and the government, ensuring that the voices of young people are heard in policymaking. And it was supported by Cruz, et.al. (2022) that according to him regular coordination with the barangay officials participation in local council meetings, and involvement in regional youth summits further widen their social networks. And as their connection expand SK become more effective in advocating for youth development programs and in creating inclusive platforms for civic participation.

***Policy recommendation maybe formulated for consideration of the competent authorities based on the findings of the study.***

Based on the findings, it is recommended that competent authorities formulate policies to enhance the implementation of Sangguniang Kabataan (SK) programs to maximize their influence on youth development, particularly in fostering connections. Authorities should prioritize strengthening program components that promote collaboration, mentorship, and partnerships with local government units (LGUs) and community organizations. This includes creating structured initiatives that target marginalized groups and promote inclusivity, such as youth councils, peer engagement activities, and cross-generational projects.

Additionally, policies should mandate regular evaluation of SK programs to identify areas for improvement and ensure alignment with youth development goals. Capacity-building initiatives for SK leaders, focusing on leadership, mentorship, and community-building skills, are also crucial to improve program delivery. By adopting these measures, SK programs can further enhance their role in developing socially connected, community-oriented youth leaders.

**CONCLUSION**

Based on the findings, it can be concluded, the findings of this study demonstrate the overall effectiveness of the Sangguniang Kabataan (SK) programs in Esperanza schools, particularly in areas such as health, education, social inclusion, peacebuilding, active citizenship, and economic empowerment. The high ratings across these areas suggest that the programs are successfully meeting their objectives and benefiting the community. Moreover, the study highlights a significant positive impact of SK programs on youth development, particularly in enhancing competence, confidence, connection, and character. The programs have effectively fostered essential skills such as leadership, problem-solving, civic awareness, and effective communication. They have also played a crucial role in boosting the confidence of participants, empowering them to take on responsibilities and develop strong interpersonal skills. In terms of connection, the global mobility program emerged as a key factor in strengthening youth relationships and fostering community involvement, though other programs did not show significant influence. The study underscores the importance of refining policies to enhance the implementation of SK programs, with a focus on promoting collaboration, mentorship, and inclusivity, especially for marginalized groups. By continuously evaluating and improving these programs and investing in the capacity-building of SK leaders, the programs can further contribute to the development of socially responsible and community-oriented youth leaders.

### **Recommendations**

Based on the conclusions, the following recommendations are proposed to further enhance the effectiveness of the Sangguniang Kabataan (SK) programs:

1. **Strengthen Global Mobility Programs:** Given the significant impact of global mobility on youth connection, it is recommended to expand and refine this program, ensuring it continues to foster youth engagement, networking, and collaboration. The inclusion of international exposure, virtual exchanges, or partnerships with other communities could further enhance youth development in terms of connection.
2. **Enhance Program Components on Collaboration and Mentorship:** Authorities should prioritize the development of program components that emphasize collaboration, mentorship, and partnership-building with local government units (LGUs), community organizations, and other relevant stakeholders. This will help create a more supportive environment for youth development and increase the reach of SK programs.
3. **Give focus on inclusivity and marginalized groups** to ensure that SK programs benefit all youth, special initiatives should be designed to target marginalized groups. This can include the establishment of youth councils, peer engagement activities, and cross-generational projects that promote inclusivity, ensuring that every young person has access to the programs' benefits.
4. **Competent authorities focus on enhancing policies** to optimize the implementation of Sangguniang Kabataan (SK) programs, particularly in fostering youth connections. Priority should be given to developing program components that emphasize collaboration, mentorship, and partnerships with local government units (LGUs) and community organizations. Structured initiatives such as youth councils, peer engagement activities, and cross-generational projects should be implemented to ensure inclusivity and reach marginalized groups. Regular evaluations of SK programs are essential to identify areas for improvement and ensure alignment with youth development goals. Additionally, capacity-building initiatives for SK leaders should be strengthened, focusing on enhancing their leadership, mentorship, and community-building skills to improve the overall effectiveness of program delivery. SK programs can foster more socially connected and community-oriented youth leaders, empowering them to contribute meaningfully to local and national development.

By adopting these recommendations, SK programs can further strengthen their role in developing competent, confident, connected, and socially responsible youth leaders who are equipped to make positive contributions to their communities.

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