UNVEILING THE YOUTH LANDSCAPE: A COMPREHENSIVE ASSESSMENT IN ALLAGUIA, PINUKPUK, KALINGA

Mark Langcay
Community Engagement and CICM
Advocacies Office
University of Saint Louis
Tuguegarao City, Philippines

Alvic Torres
Community Engagement and CICM
Advocacies Office
University of Saint Louis
Tuguegarao City, Philippines

Victoria Bianca Acorda
Community Engagement and CICM
Advocacies Office
University of Saint Louis
Tuguegarao City, Philippines

Marvin Silva
Community Engagement and CICM Advocacies Office
Tuguegarao City, Philippines

Ma. Haydee Guillermo
Community Engagement and CICM Advocacies Office
Tuguegarao City, Philippines

Abstract— **In every community, the vibrancy and potential of its youth serve as the driving force behind progress, innovation, and social change. The study aimed to assess the level of youth development in the community. Mixed methods were utilized among forty-three (43) youth. The findings revealed that youth have low involvement, engagement, and retention. Thus, significant differences were found in youth involvement and engagement when grouped according to youth profile. With that, crafting a meaningful and sustainable extension program is deemed necessary to amplify the youth engagement and involvement in the community.**

Keywords— *Youth Engagement, Youth Involvement, Youth Retention, Assessment*

I. INTRODUCTION

The University of Saint Louis (USL) upholds its commitment to social awareness and involvement by actively participating in various community service initiatives. These endeavors are integral to the university's mission of fostering civic responsibility, promoting inclusivity, and fostering meaningful connections with stakeholders. Through community engagement activities, USL strives to address societal gaps and create positive impacts within the community. Thus, one of the important functions of our university is extension and community service aside from instruction and research development.

Extension and community service exemplify the university's commitment to reaching beyond its campus walls and making a tangible impact in the wider community (Cress, Collier, & Reitenauer,2023). Recognizing universities as vital hubs within their localities, they are entrusted with leveraging their knowledge, resources, and connections to address pressing societal issues (Kestin, van den Belt, Denby, Ross, Thwaites, & Hawkes, 2017). This involves collaborating with variousstakeholders—fromm government bodies to grassrootsorganizations—too address community needs, promote fairness, and drive sustainable progress (Alexander &

Brown, 2006). Through extension programs, universities not only share valuable knowledge but also empower communities to take an active role in their own development, ultimately fostering stronger bonds and a more equitable society (Sedlacek, 2013).

The University of Saint Louis, a CICM Catholic Higher Education Institution in Northern Philippines, through Community Engagement and CICIM Advocacies (CECA), implements extension/outreach/community service promoting different advocacies such as poverty alleviation, health and nutrition, disaster risk reduction management, engaged citizenship and indigenous people, peace and life education, integrity of creation, and youth empowerment. Thus, one of the core advocacies that CECA aims to prioritize within our target community is youth empowerment. This strategic focus underscores the indispensable value of youth engagement, as empowering young people not only fosters their individual growth and progress but also serves as a catalyst for advancing the overall development and sustainability of the community.

Youth empowerment stands as a cornerstone of community development, offering a pathway for societies to nurture their young population into engaged, capable contributors (Hurd, 2020; Nwafor, 2021; Trivedi & Patel, 2023). At its core, youth empowerment entails providing young individuals with the tools, skills, and opportunities needed to actively participate in decision-making processes and contribute meaningfully to their communities (Augsberger, Gecker, & Collins, 2019; To et al., 2021). This approach not only fosters personal growth but also cultivates a sense of responsibility and ownership among the youth towards the well-being of their communities (Cloutier, Ehlenz, & Afinowich, 2019). Importantly, empowering the youth holds immense significance for community development on multiple fronts (Mathiyazhagan, 2020).

In the remote and culturally rich area of Allagauia, Pinukpuk, Kalinga, the involvement of young individuals in various facets

of community life holds immense significance. However, despite its importance, there remains a notable gap in understanding the nuanced dynamics of youth engagement within this specific context. While youth are often recognized as agents of change and drivers of progress, the intricacies of their participation, decision-making influence, and contributions to community development in Allagauia have yet to be comprehensively explored. This study aims to bridge this gap by conducting a comprehensive assessment of youth development in Allagauia, Pinukpuk, and Kalinga as a basis in the development of the Youth Extension program.

II. METHODS

The study utilized mixed methods employing both quantitative and qualitative approaches. The respondents of the study were forty-three (43) youth in Allaguia, Pinukpuk, Kalinga.

Research Instruments

a. Checklist
A checklist will be used to gather the profile of the youth along the following: sex, age, and educational level.

b. *Questionnaire*
A standardized questionnaire was used to assess the level of youth development, which was adapted from the study of Jones (2006) regarding youth engagement, youth involvement, and youth retention. The said questionnaire consists of 41 items and is divided into three major dimensions, which include the following: Youth Involvement (1-10 items), Youth Engagement (Within the Community) (11-23 items), and Youth Retention (24-41 items). The said tool was translated into Iloko for them to easily understand the questionnaire when administered. Thus, it has undergone content validation by three experts and a reliability test with ten (10) respondents prior to its administration.

c. *Focus-Group Discussion*
Focus-group discussion (FGD) was utilized to describe the experiences of youth regarding the youth activities in the community.

Data Analysis
Frequency and percentage were used to describe the profile of the respondents as to the following: sex, age, and educational level.

Weighted Mean was used to describe the level of youth development along these indicators of interpretation with the corresponding rating and weighted mean:

Youth Involvement		
Mean	**Description**	**Interpretation**
3.50-5.00	High	Youth demonstrates a high active involvement.
2.50-3.49	Average	Youth demonstrates a moderate involvement.
1.00-2.49	Low	Youth demonstrates a low involvement.

Youth Engagement		
Mean	**Description**	**Interpretation**
3.50-5.00	High	Youth demonstrates a high engagement.
2.50-3.49	Average	Youth demonstrates a moderate engagement.
1.00-2.49	Low	Youth demonstrates to a low engagement.

Youth Retention		
Mean	**Description**	**Interpretation**
3.50-5.00	High	Youth demonstrates a high retention.
2.50-3.49	Average	Youth demonstrates a moderate retention.
1.00-2.49	Low	Youth demonstrates a low retention.

Independent sample t-test and Analysis of Variance (ANOVA) were utilized to determine the significant difference in the level of youth development when grouped according to their profile variables.

The interview transcripts were analyzed following three major stages: open-coding, axial coding, and selective coding (Creswell et al., 2007). While reading the interview transcripts, open coding was done by literally underlining and highlighting significant statements and writing notes and comments on the margin. Initial codes were also identified based on the significant statements and marginal notes. Open coding was repeatedly done across all the pages of the transcripts; interview transcripts had an average of thirty-three initial codes for the experiences of the informants. Axial coding was ensued by classifying and tabulating the identified initial codes, and similarity or identity of the meanings of the initial codes was the basis for classification and tabulation. The initial categories were subjected to selective coding, the final stage of qualitative data analysis, whereby overlapping categories were lumped together after a thorough analysis.

The number of categories was finalized using the CERES criteria for the determinations of categories (Ballena & Liwag, 2019): (1) Conceptual congruence, (2) Exclusivity, (3) Responsiveness, (4) Exhaustiveness, and (5) Sensitivity. Conceptual congruence of themes was observed when all of them belonged to the same conceptual level; in short, parallelism is observed in the phraseology of themes. Second, exclusivity means that one identified theme should mutually exclude the others; thus, overlapping of themes was avoided. Third, responsiveness was maintained when the identified themes were the direct answers to the research problems or objectives of the research. Fourth, exhaustiveness was followed when the identified themes were enough to encompass all the relevant data contained in the transcripts.

Fifth and last, sensitivity was observed when the identified themes were reflective of the qualitative data; in short, they have strong and material support from the data.

III. RESULTS AND DISCUSSION

Table 1 Youth Profile

Variables	Frequency	Percentage
Sex		
Male	24	55.81%
Female	19	44.19%
Age		
15-19	39	90.70%
20-24	3	6.97%
25-30	1	2.33%
Mean Age = 21 years old		
Educational Level		
Junior High School	24	55.81%
Senior High School	18	41.86%
College	1	2.33%

Table 1 shows the profile of the youth. Majority of the youth are male, fifteen (15) to nineteen (19) years of age, and junior high school (JHS) students.

Table 2.a Level of Youth Involvement

Youth Involvement	Mean	Interpretation
Youth take lots of initiative working on projects.	1.98	Low
Youth are always busy with things to do.	2.38	Low
Youth arrive to meetings/events on time.	2.24	Low
Youth take ownership when responding to specific tasks.	2.21	Low
Youth rely on themselves to make key decisions.	2.29	Low
Youth always share ideas about things that matter to them.	2.17	Low
Youth help one another learn new skills.	2.33	Low
Youth are fully committed to their duties.	2.43	Low
Youth are very excited about their involvement with this project.	2.36	Low
Youth are involved at all levels of program development.	2.31	Low
Overall	**2.26**	**Low**

Table 2.a shows that youth have low commitment towards their duties. Thus, youth have low level involvement in taking initiative in working projects. Overall, youth have a low involvement among the different facets of youth involvement. This implies that low youth involvement may require more diverse perspectives and innovative ideas in community decision-making processes. Without active participation from young people, community initiatives and policies may overlook the unique needs, interests, and concerns of the youth, leading to less effective or inclusive solutions. Additionally, low involvement among youth can contribute to a sense of disconnection and apathy towards community issues, as young people may feel disconnected from the decision-making processes that shape their lives and surroundings. More so, low youth involvement can weaken the social fabric and resilience of the community, as it may lead to a lack of diversity, creativity, and continuity in addressing community challenges and opportunities.

Table 2.b Level of Youth Engagement

Youth Engagement	Mean	Interpretation
Youth display a willingness to accept leadership responsibilities in their community.	2.05	Low
Youth have full access to information that is needed to make decisions.	2.21	Low
Youth express a genuine interest in the community.	2.43	Low
Youth display a desire to help others in their community.	2.51	Average
Youth display a desire to mentor other youth.	2.40	Low
Youth take part in discussions at community forums/hearings.	2.29	Low
Youth are applying what they learn by getting involved in other community activities.	2.38	Low
Youth take pride in their community.	2.55	Average
Youth seek the advice of adults in the community.	2.40	Low
Youth come up with their own ideas for improving the community.	2.14	Low
Youth are involved in several community-based projects.	2.21	Low
Youth express a sense of belonging toward their community.	2.43	Low
Youth are very concerned about community change.	2.29	Low
Overall	**2.33**	**Low**

Table 2.b shows the level of youth engagement in the community. It can be shown that youth demonstrate a moderate engagement in taking pride in their community. Thus, youth have low engagement in displaying willingness to accept leadership responsibilities in their community. Overall, youth have a low level of engagement in all areas of youth engagement. This implies that young individuals may have a basic level of attachment to their community, but they may lack the motivation or confidence to actively contribute to its development and well-being. The implication of low engagement in all areas of youth engagement is multifaceted. It suggests a potential disconnection between youth and their community, where young people may not feel fully invested in or connected to their surroundings. It represents a missed opportunity for both youth and the community to collaborate, innovate, and thrive together.

Table 2.c Level of Youth Retention

Youth Retention	Mean	Interpretation
Youth are recruiting their peers to join the program.	2.10	Low
A majority of the projects are led by youth.	2.14	Low
Youth consult with adults on project activities.	2.45	Low
Staff/volunteers (adults) have the skills to serve as mentors to youth.	2.43	Low
The ideas of this project were generated mostly by youth.	2.17	Low
Most youth have no difficulty in getting to the meetings.	2.17	Low
Adults feel comfortable working with assertive youth.	2.24	Low
Youth make decisions based on their own experiences.	2.00	Low
Some youths have been involved in this project for one year or more.	2.26	Low
As older youth leave the program; they are replaced by their younger peers.	2.26	Low
Youth see this experience as a chance to socialize with friends.	2.45	Low
Youth choose to work on this project instead of other activities (playing sports, watching TV).	2.33	Low
Youth are routinely recognized for their accomplishments.	2.43	Low
Youth make efforts to attend every meeting.	2.17	Low
Most of the youth return to this program year after year.	2.33	Low

Youth are passionate about the issues addressed through this project.	2.36	Low
Youth recognize their strengths in working as a member of the team.	2.40	Low
Youth feel challenged to do their best.	2.29	Low
Overall	**2.28**	**Low**

Table 2.c shows the level of youth retention in the community. It can be shown that youth demonstrate a low retention to see experience as a chance to socialize with friends and to consult with adults on project activities in the community. Thus, youth have low retention on recruiting peers to join the program. Overall, youth have a low retention in all areas. This implies that the reluctance of youth to consult with adults on project activities suggests a potential lack of mentorship and guidance, hindering their ability to develop necessary skills and perspectives. Additionally, the challenge of recruiting peers to join programs indicates a disconnect between the perceived value of such initiatives and the interests of young individuals, highlighting the importance of aligning program goals with the needs and preferences of youth participants.

Table 2.d Summary of the Level of Youth Development

Indicators	Mean	Interpretation
Youth Involvement	2.26	Low
Youth Engagement	2.33	Low
Youth Retention	2.28	Low

Table 2.d shows that youth demonstrate a low level involvement, engagement, and retention. Low involvement suggests a disconnect between young individuals and community activities, potentially leading to a lack of awareness, participation, and contribution to communal goals and initiatives. This lack of engagement may stem from various factors, including limited access to opportunities, competing interests, or a perception of disconnection from community issues. Low engagement indicates a lack of active participation and investment in community affairs, which could hinder the development of essential civic skills, social networks, and a sense of belonging among youth. Without meaningful engagement, young individuals may miss out on valuable opportunities for personal growth, skill development, and leadership cultivation within their community. Finally, low retention highlights challenges in sustaining youth involvement over time, suggesting a need for strategies to enhance the longevity and impact of youth programs and initiatives.

Table 3. Significant Differences on the Level of Youth Development when Group According to Youth Profile

Youth Profile	Group	Youth Involvement			Youth Engagement			Youth Retention		
		Mean	t/F value	p-value	Mean	t/F value	p-value	Mean	t/F value	p-value
Sex	Male	3.51	2.365	.037	3.48	3.285	0.043	3.74	3.739	.062
	Female	3.43			3.36			3.56		
Age	15-19	3.87	3.167	.008	3.89	3.321	0.021	3.68	2.850	.186
	20-24	3.46			3.25			3.20		
	25-30	3.63			3.12			3.34		
Educational Level	JHS	3.67	2.707	0.001	3.63	4.154	0.036	3.81	3.071	.378
	SHS	3.55			3.57			3.77		
	College	3.41			3.14			3.10		

***Level of significance 0.05*

Table 3 indicates a notable, significant difference in youth involvement and engagement based on sex, age, and educational level. The data suggests that young males exhibit higher level of involvement and engagement in community activities compared to females. Furthermore, individuals aged 15-19 demonstrate a higher level of involvement and engagement than those aged 20 and above. Additionally, junior high school students display higher involvement and engagement in community affairs compared to senior high school and college students. These findings underscore the importance of considering these factors when designing and implementing initiatives aimed at promoting youth involvement and engagement in the community. Lastly, there is no significant difference in youth retention when grouped according to sex, age, and educational level.

Experiences of Youth in Barangay Allaguia, Pinukpuk, Kalinga

Positive Experiences

Theme 1: Active Involvement in Sports

YC04: "Napintas ti pakasaritaan ken panagkakabsat iti grupo ti basketball, addaan iti pagsasao a nagannak iti pagsasao ken panagdakes." (I thrive on the teamwork and camaraderie that comes with being part of a basketball team, working towards a common goal.)

YCA10:"Adda pagilianak ti kaykaysa iti basketball court, nga isu ti adda ti ad-aduak iti kada laro ken praktis." (I love the feeling of pushing my limits on the basketball court, giving my all every game and practice.)

YTA15:"Naalaak ti dakkel ti ala-ala ken panagkakabsat nga innabakmi iti volleyball, nangngeg ken panagkakabsat kadagiti kasaritaan ken dagiti barkada iti daytoy a panagpudno, panagpukaw ken kasasaad." (I cherished the memories and friendships I made through volleyball, bonding with teammates and friends over shared victories, challenges, and experiences.)

YCO21:"Naenjoy ko ti paglaro ti volleyball, daytoy ti sport ko idi elementaryaak pay." (I enjoyed playing volleyball, this has been my sport since then when I was in elementary.)

YTA25:"Dagiti kabataan nga adda iti panag ayaayam ti volleyball ken basketball iti barangay fiesta." (Youth usually play volleyball and basketball during barangay fiesta.)

Theme 2: Entertainment and Cultural Appreciation

YB7: Ti kabataan ket agbuya ti gay beauty pageant. (Youth watch gay beauty pageant.)

YTA8: "Sumaliak iti recreational nga panagpartuat tapno ipakita ti panagkaykaysa. (I participate in the recreational activities to show camaraderie.)

YCA17: Sumaliak iti presentasion ti gangsa idiay pammadayawmi iti pista iti barangay." (I participate in the gangsa presentation in our community during our fiesta.)

YCO23: "Ti kabataan ket naragsak iti panagpresentar iti kultura ken panagtarusay ti panagkanta. (Youth are engaged in cultural presentations and singing contest.)

YAB6: "Ti kabataan nga adda kadagiti natengda a kinanta, agbunga iti tradisional a danumda idiay pammadayaw iti pista tapno ipakita ti pannakaappresyar iti kultura. (Youth danced their traditional songs as a cultural appreciation during fiesta.)

Negative Experiences

Theme 1: Limited Access to Opportunities

YCA12: *"Umabaybayagak idi nagdakdakkelak iti Allaguia, dakkel ti pukaw ti limitado a oportunidad a nangipressar kaniak, nga agpabalin iti mabalin a pagpangar-aramid iti abagatan ti lugar ko.* (Growing up in Allaguia, I have often felt the weight of limited opportunities pressing down on me, making it challenging to dream beyond the confines of my surroundings.)

YCO18: *"Ti oportunidad iti daytoy amin a komunidad ti kabataan, mabayag a mabalin a panagayat, nga adda bariryo nga amin a mangisalakan, a kas iti geografikal a lokasion ken kawatak ken kakulangan iti rekursos, a nagdakkel iti dakkel nga agpaay iti amin.”* (In our youth community, access to opportunities feels like an elusive dream, with barriers such as geographical location and lack of resources holding us back.)

YAB32: *"Ti kabataan idiay Allaguia, saanmi nga iti limitasion ti lugar mi ket ipapadakkel ti agtaraymi, adda pangitakderan nga aggamin iti pagselebrar iti kabsat ti sursuro, no ania ti dakes a maipaaymi."* (As youth in Allaguia, we refuse to be defined by limitations of our environment are determined to create our own pathways to success, no matter the challenges we face.)

YTA29: *"Ti kabataan iti komunidadmi, ti kawadwan iti ag-access kadagiti oportunidad ket mabalin a regular nga pagduadan, nga aggatang kaniak a maipalpalna ti madi a katugotan ti pannakabagikami ti rigat ti panagbiag."* (As youth in our community, the lack of access to opportunities is a constant challenge, forcing us to be confront the harsh reality of our circumstances.)

YB11: *"Para kadagiti kabataan nga kas kaniak idiay Allaguia, ti limitado a pagtugaw iti oportunidad ket saan nga mabalin a mangipartisipar nga addaan ti aktibo a panagkaykaysa."* (For youth like us in Allaguia, the limited access to opportunities hinders us not to participate actively.)

Theme 2: Lack of Sports Equipment

YAB1: *"Idiay Allaguia, ti pagsabsabali ti tama a gamet para iti sports nga kas basketball ken volleyball ket nangisalakanmi a makaala wenno agdalana ti sarili agsao, nga agkawadwan kadagiti oportunidadmi iti recreational a panagpartuat."* (In Allaguia, the absence of proper sports equipment like basketballs and volleyballs forces us to rely on borrowing or bringing our own gear, limiting our access to recreational activities.)

YB43: *"Kas kabataan idiay Allaguia, ti kakulangan ti gamet para iti sports nga kas basketball ken volleyball ket nangiparigat kadagiti agtuturay a mangil-ilawas kadagiti paborito a panaglaro, gapu ta karigatan a makaapay iti*

pannakailiw wenno pannaka-aywan iti maysa a gamet nga mabalin a makasao." (As youth in Allaguia, the scarcity of sports equipment such as basketballs and volleyballs make it challenging to engage in our favorite pastimes, as we often have the resort to sharing or improvising with whatever we can.)

YCO16. *“Kas agtutubo nga atleta idiay Allaguia, mapilitankami nga agbalin a managpartuat kadagiti alikamenmi ti isports, a masansan nga agpatulongkami iti panagutang wenno panangiyeg kadagiti bukodmi a basketball ken volleyball, ta ti kinakurang ti pannakagun-od kadagiti umiso nga alikamen ket mangpataud iti kanayon a karit.* (As young athletes in Allaguia, we're forced to get creative with our sports equipment, often resorting to borrowing or bringing our own basketballs and volleyballs, as the lack of access to proper gear poses a constant challenge.)

YCA13: *“Kas agtutubo a managayat iti isports idiay Allaguia, determinadokami a di ipalubos a ti kinakurang ti umno nga alikamen ti manglapped kadakami, a mangbirok kadagiti pamay-an nga umutang wenno mangiyeg kadagiti bukodmi a basketball ken volleyball tapno maitultuloymi ti panagayatmi iti ay-ayam.”* (As young sports enthusiasts in Allaguia, we're determined not to let the lack of proper equipment hold us back, finding ways to borrow or bring our own basketballs and volleyballs so that we can continue our passion for the game)

YAB34: *Para kadagiti agtutubo a kas kadakami idiay Allaguia, ti kaawan dagiti basketball ken volleyball ket agserbi a palagip kadagiti lapped a sangsanguentayo iti pananggun-od kadagiti kangrunaan a gameng ken gundaway para iti pisikal nga aktibidad ken panaglinglingay.”* (For youth like us in Allaguia, the lack of basketballs and volleyballs serves as a reminder of the barriers we face in accessing basic resources and opportunities for physical activity and recreation.)

Theme 3: Intermittent signal and Poor internet connection

YAB9: *“Idiay Allaguia, ti pannakidangadang iti agsasaruno a signal ken nakapuy a koneksion iti internet ket mangnayon iti ekstra a suson ti rigat kadagiti inaldaw nga aramid, ta kanayon a makilablabankami kadagiti nabannayat nga oras ti panagkarga ken dagiti nababa a koneksion*.” (In Allaguia, the struggle with intermittent signal and poor internet connection adds an extra layer of difficulty to everyday tasks, as we're constantly battling with slow loading times and dropped connections.)

YCA11: *“Ti panagnaedtayo idiay Allaguia, ti kanayon a pannakidangadang iti agsasaruno a signal ken nababa a koneksion iti internet ti mangbaybay-a kadatayo a makarikna a naisina ken naikkat ti koneksiontayo.”* (Living in Allaguia, the constant struggle with intermittent signal and low internet connection leaves us feeling isolated and disconnected.)

YCO3: *“Para kadakami idiay Allaguia, ti pannakaupay iti panangtaming iti agsasaruno a signal ken di mapagtalkan nga*

internet ti mamagbalin kadagiti simple nga aramid a kas iti komunikasion ken pananggun-od iti impormasion a kanayon a karit.'' (For us in Allaguia, the frustration of dealing with intermittent signal and unreliable internet makes simple tasks like communication and accessing information a constant challenge.)

YTA42:"Kas umili idiay Allaguia, ti di mapagtalkan a koneksion iti internet ken masansan a pannakasinga ti signal ti manglapped iti abilidadtayo nga agtalinaed a konektado kadagiti ay-ayaten, makagun-od kadagiti rekurso ti edukasion, ken makipaset kadagiti aktibidad iti online.*" (As residents in Allaguia, the unreliable internet connection and frequent signal disruptions hinder our ability to stay connected with loved ones, access educational resources, and participate in online activities.)

YCO33:"Para kadakami idiay Allaguia, ti di mapagtalkan a koneksion iti internet ken dagiti sagpaminsan a pannakasinga ti signal ket saan laeng a dagiti pakarigatan- dagitoy ket lapped a manglimitar iti pannakagun-odtayo iti impormasion, gundaway, ken koneksion iti ruar a lubong.*" (For us in Allaguia, the unreliable internet connection and sporadic signal disruptions are more than just inconveniences- they are barriers that limit our access to information, opportunities, and connectivity with the outside world.)

Table 4. Youth Recommendations to Improve Youth Engagement and Involvement

Areas	Recommendations
Other Recreational Activities	***YCA5:***:Kas maysa nga agtutubo idiay Allaguia, magagaranak a mangpalawa iti horizons-ko ken padasen dagiti baro nga isports a kas iti badminton, chess, ken scrabble. Dagitoy nga aktibidad ket saan laeng a pagtalinaedennak nga aktibo no di ket mangipaay pay kadagiti gundaway a makaam-ammo kadagiti baro a gagayyem ken mangbangon kadagiti manayon a koneksion.*" (As a youth in Allaguia, I'm eager to broaden my horizons and try new sports like badminton, chess, and scrabble. These activities not only keep me active but also provide opportunities to meet new friends and build lasting connections.) ***YCO19:*** *"Ti itatabuno kadagiti art and craft workshops ket maysa a creative outlet para kaniak. Daytoy man ket panagpinta, panagdamili, wenno panagretrato, maragsakanak a mangiyebkas ti bagik iti artistiko ken mang-honing kadagiti paglaingak kadagiti nadumaduma a medium."* (Attending art and craft workshops is a creative outlet for me. Whether it's painting, pottery, or photography, I enjoy expressing myself artistically and honing my skills in various mediums.) ***YTA42:*** *"Maragsakanak a makikadua kadagiti community clean-up drives ken environmental conservation efforts. Makagunggona ti mangted manen iti komunidadtayo ken agkontribusion iti pannakapreserba ti kinapintas ti aglawlawtayo."* (I'm excited to join community clean-up drives and environmental conservation efforts. It's rewarding to give back to our community and contribute to preserving the beauty of our surroundings.) ***YAB34***: *"Ti panangorganisar kadagiti sports tournaments ken cultural festivals a kadua dagiti pada nga agtutubo ket mangted kadatayo iti pannakabalin a mangala iti panagtagikua iti komunidadtayo ken mangipakita kadagiti talento ken kultural a tawidtayo. Daytoy ket nagsayaat a gundaway a mangrambak iti kinanadumaduma ken panagkaykaysa idiay Allaguia."* (Organizing sports tournaments and cultural festivals with fellow youth empowers us to take ownership of our community and showcase our talents and cultural heritage. It's a wonderful opportunity to celebrate diversity and unity in Allaguia.)
Availability of Sports Equipment	***YAB2:*** *"Para kadagiti agtutubo idiay Allaguia, ti kaadda dagiti alikamen ti isports ket mangparegta kadagiti agtutubo nga agtakder iti ruar dagiti comfort zone-da, padasen dagiti baro nga aktibidad, ken matakuatan dagiti pigsa ken pasionda."* (For youth in Allaguia, the presence of sports equipment encourages youth to step outside their comfort zones, try new activities, and discover their strengths and passions.) ***YCA4:*** *"Ti pannakagun-od kadagiti de kalidad nga alikamen ti isports ket maysa a kangrunaan a paset ti panangitandudo ti kinapatas ken*

	pannakairaman kadagiti isports dagiti agtutubo, a mangsigurado a tunggal agtutubo ket addaan iti gundaway a makipaset ken rumang-ay." (Access to quality sports equipment is a fundamental component of promoting equity and inclusion in youth sports, ensuring that every young person has the opportunity to participate and thrive.) *YTA14: "Ti kaadda ti umdas nga alikamen iti isports a magun-odan ti mamagbalin kadagiti agtutubo a mangsukimat iti nadumaduma nga isports ken paglinglingayan nga aktibidad, a makatulong iti pisikal, sosial, ken emosional a panagrang-ayda."* (Having sufficient sports equipment available enables youth to explore different sports and recreational activities, contributing to their physical, social, and emotional development.)
Signal and Internet Connection	*YB17: "Para kadagiti agtutubo idiay Allaguia, ti mapagtalkan a signal ken koneksion iti internet ket saan laeng a pagnam-ayan no di ket kasapulan para iti panagserrek kadagiti online a plataporma ti panagsursuro, panangsurot kadagiti kalat ti edukasion, ken panagtalinaed a naammuan maipapan kadagiti lokal ken sangalubongan a pasamak."* (For youth in Allaguia, a dependable signal and internet connection are not just conveniences but necessities for accessing online learning platforms, pursuing educational goals, and staying informed about local and global events.) *YAB38: "Idiay Allaguia, ti panangsigurado ti sapasap a pannakagun-od iti napigsa a signal ken koneksion iti internet ket nasken para iti panangsuporta iti digital a pannakairaman ken pannakapabileg dagiti agtutubo, a mangpabalin kadakuada a makipaset a naan-anay iti digital nga ekonomia ken kagimongan."* (In Allaguia, ensuring universal access to a strong signal and internet connection is essential for supporting the digital inclusion and empowerment of youth, enabling them

	to participate fully in the digital economy and society.) *YCO43: "Ti pannakagun-od iti mapagtalkan a signal ken koneksion iti internet ket kapatgan para kadagiti agtutubo idiay Allaguia tapno agtalinaed a konektado kadagiti kapatadanda, makastrek kadagiti rekurso ti edukasion, ken agsukisok kadagiti gundaway para iti personal ken propesional a panagdur-as."* (Access to a reliable signal and internet connection is paramount for youth in Allaguia to stay connected with peers, access educational resources, and explore opportunities for personal and professional growth.)
More Opportunities for Socialization	*YCA12: "Ti panagpartuat kadagiti ad-adu a dalan para iti sosial a pannakilangen idiay Allaguia ket nasken para iti pananglaban ti sosial a panagbukod, panangpasayaat kadagiti paglaingan ti komunikasion, ken panangtaripato ti mangsuporta a network dagiti kapatadana."* (Creating more avenues for social interaction in Allaguia is essential for combating social isolation, enhancing communication skills, and nurturing a supportive network of peers.) *YCO18: "Ti panagkasapulan kadagiti ad-adu a gundaway para iti sosialisasion idiay Allaguia ket nabatad iti tarigagay dagiti agtutubo a makikonektar, mangibinglay kadagiti padas, ken mangporma kadagiti addaan kaipapanan a relasion iti uneg ti komunidadda."* (The need for increased opportunities for socialization in Allaguia is evident in the desire of youth to connect, share experiences, and form meaningful relationships within their community.) *YTA30: "Babaen ti panangpataud kadagiti ad-adu a gundaway para iti sosialisasion, ti Allaguia ket mabalinna a pabileg dagiti agtutubo a mangpadur-as kadagiti nasken a sosial a paglaingan, mangbangon ti panagtalek, ken mangpatanor kadagiti tungpal-biag a panaggayyem a mangpabaknang iti biagda."* (By creating more opportunities for

	socialization, Allaguia can empower youth to develop essential social skills, build confidence, and cultivate lifelong friendships that enrich their lives.)
Lectures/Seminars	*YAB11: "Babaen ti panangitukon kadagiti lektura ken seminar, makapataud ti Allaguia kadagiti gundaway para kadagiti agtutubo a mangsukisok kadagiti baro nga interes, makagun-od kadagiti baro a paglaingan, ken makikonektar kadagiti mentor ken eksperto iti nadumaduma a tay-ak."* (By offering lectures and seminars, Allaguia can create opportunities for youth to explore new interests, acquire new skills, and connect with mentors and experts in various fields.) *YCA17: "Idiay Allaguia, dagiti lektura ken seminar ket agserbi a kas dagiti napateg a plataporma para iti panangipaay ti pannakabalin kadagiti agtutubo nga agbalin a lider, mangitantandudo, ken managbalbaliw kadagiti komunidadda, a mangiturong ti positibo a sosial a panagbalbaliw ken panagrang-ay."* (In Allaguia, lectures and seminars serve as valuable platforms for empowering youth to become leaders, advocates, and changemakers in their communities, driving positive social change and progress.) *YTA25: "Ti pannakairaman dagiti lektura ken seminar iti programa dagiti agtutubo ti Allaguia ket napateg unay para iti panangitandudo ti tungpal biag a panagsursuro, kritikal a panagpampanunot, ken personal a panagdur-as kadagiti agtutubo nga indibidual."* (The inclusion of lectures and seminars in Allaguia's youth programming is crucial for promoting lifelong learning, critical thinking, and personal development among young individuals.)

Table 4 shows the recommendations of the youth for their engagement in the community. Hence, the following are recommended: introducing other recreational activities, ensuring the availability of sports equipment, providing a signal and internet connection, offering more opportunities for socialization, and holding lectures/seminars. These will help the youth to be more engaged and involved in the community.

IV. CONCLUSION AND RECOMMENDATIONS

The study concludes that youth in Allaguia have low involvement, engagement, and retention. Therefore, crafting a meaningful and sustainable extension program is deemed necessary to amplify their involvement and engagement in the community.

In view of the findings of this study, the researchers recommend the following:

1. Craft an extension program that will maximize the involvement and engagement of youth in the community in alignment with their needs.

2. Give equal opportunities for young men and women in the community to avoid gender disparities.

3. Invest in the development and maintenance of sports facilities and recreational spaces accessible to all youth in Allaguia, providing opportunities for physical activity, socialization, and skill development.

4. Offer workshops and training sessions focused on leadership development, communication skills, problem-solving, and civic engagement to empower youth to take on leadership roles and become active agents of change in their communities.

5. Launch mentorship programs pairing youth with adult mentors from various professions and backgrounds, fostering personal and professional growth, providing guidance, and inspiring future aspirations.

6. Create advisory boards comprised of youth representatives from diverse backgrounds to provide input on community programs, policies, and initiatives, ensuring that youth voices are heard and valued in decision-making processes.

7. Support cultural and artistic programs and events that celebrate the rich heritage and creativity of Allaguia's youth, providing platforms for self-expression, cultural exchange, and community pride.

8. Encourage youth participation in volunteer opportunities and community service projects that address local needs and contribute to positive social change, instilling a sense of civic responsibility and altruism.

9. Provide digital literacy training and resources to equip youth with essential skills for navigating the digital world, promoting online safety, and utilizing technology for educational, social, and professional purposes.

10. Continuously assess the effectiveness of youth empowerment programs in Allaguia, soliciting feedback from youth participants and stakeholders, and making necessary adjustments to better meet the evolving needs and interests of youth in the community.

REFERENCES

Alexander, K., & Brown, M. (2006). Community-based facilities management. Facilities, 24(7/8), 250-268.

Augsberger, A., Gecker, W., & Collins, M. E. (2019). "We make a direct impact on people's lives": Youth empowerment in the context of a youth-led participatory budgeting project. Journal of Community Psychology, 47(3), 462-476.

Cloutier, S., Ehlenz, M. M., & Afinowich, R. (2019). Cultivating community wellbeing: Guiding principles for research and practice. International Journal of Community Well-Being, 2, 277-299.

Cress, C. M., Collier, P. J., & Reitenauer, V. L. (2023). Learning through serving: A student guidebook for service-learning and civic engagement across academic disciplines and cultural communities. Taylor & Francis.

Hurd, A. B. (2020). Focus on Youth: Awakening Youth Voice & Engagement in Community Heritage through the Implementation of a Youth Participatory Empowerment Model. University of Missouri-Saint Louis.

Kestin, T., van den Belt, M., Denby, L., Ross, K., Thwaites, J., & Hawkes, M. (2017). Getting started with the SDGs in universities: A guide for universities, higher education institutions, and the academic sector.

Mathiyazhagan, S. (2020). Participatory youth-led community development: A child-centered visual SWOT analysis in India. Children and Youth Services Review, 113, 104963.

Nwafor, M. (2021). Youth Participation and Empowerment: A Case Study of Youth Participation in Boys' House.

Sedlacek, S. (2013). The role of universities in fostering sustainable development at the regional level. Journal of cleaner production, 48, 74-84.

To, S. M., Chun-Sing Cheung, J., Liu, X., Lau, C. D., Zeng, H. J., & Chan, A. M. Y. (2021). Youth empowerment in the community and young people's creative self-efficacy: The moderating role of youth–adult partnerships in youth service. Youth & Society, 53(6), 1021-1043.

Trivedi, V., & Patel, V. (2023). Empowering Youth: Building A Strong Foundation for Tomorrow. Vidya-A Journal of Gujarat University, 2(2), 118-120.