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Youth perspectives in the realization of AmBisyon Natin 2040: Basis for an engagement framework

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Abstract

Aim: This study examined the perspectives of Filipino youth regarding the realization of AmBisyon Natin 2040 and assessed their level of engagement across key development pillars, perceived barriers to participation, and differences in perspectives and engagement according to selected personal and family profile characteristics. The findings served as the basis for developing a Youth Engagement Framework to promote meaningful, inclusive, and sustained youth participation in national development.

Methodology: A quantitative survey approach was employed involving 400 Grade 10 Science, Technology, and Engineering students from selected public secondary schools in the Division of Nueva Ecija. A researcher-made questionnaire was used to gather data on youth perspectives regarding the attainment of AmBisyon Natin 2040, perceived challenges and resolutions, engagement across eight development pillars, and barriers to community and national development participation. Frequency, percentage, weighted mean, multivariate analysis of variance, and Kaiser–Meyer–Olkin and Bartlett's tests were used to analyze the data.

Results: The youth demonstrated a generally positive yet cautious perspective toward the realization of AmBisyon Natin 2040. They perceived the national vision as achievable but identified substantial challenges related to governance, political instability, public awareness, unequal opportunities, education, infrastructure, climate change, and inadequate youth participation. Youth engagement was high across the eight development pillars, with the strongest levels observed in manufacturing, connectivity and digitization, agriculture and food security, health and well-being, and tourism. Personal, sociocultural, institutional, political, systemic, technological, and digital barriers continued to constrain meaningful participation. Gender significantly differentiated youth perspectives, whereas religion, civic engagement, and family socioeconomic characteristics did not significantly differentiate youth engagement and perspectives. These findings provided an empirical basis for a Youth Engagement Framework emphasizing governance, inclusion, awareness, partnerships, capacity building, digital empowerment, and sustainable participation.

Conclusion: Filipino youth possess considerable willingness and potential to contribute to national development. However, this potential requires accessible participation mechanisms, responsive institutions, transparent governance, stronger information dissemination, and sustained opportunities for youth involvement. An evidence-based Youth Engagement Framework may help transform youth willingness into meaningful and sustained participation in the realization of AmBisyon Natin 2040.

Keywords: *youth engagement; AmBisyon Natin 2040; national development; youth perspectives; governance; civic participation; sustainable development*

INTRODUCTION

Youth participation has become increasingly important in contemporary development and governance because young people are not only future beneficiaries of development policies but also present stakeholders who can contribute to decision-making, innovation, civic participation, and social transformation. At the global level, sustainable development requires inclusive approaches that recognize the perspectives, capabilities, and aspirations of younger generations. The Sustainable Development Goals provide an international framework for addressing interconnected challenges involving poverty, inequality, education, health, environmental sustainability, economic development, and



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inclusive governance. Within this broader development agenda, meaningful youth participation is relevant to the capacity of institutions and communities to design and implement development initiatives that are responsive to present needs while considering the interests of future generations.

In the Philippine context, AmBisyon Natin 2040 serves as the country's long-term vision for a *matatag, maginhawa, at panatag na buhay*. The vision reflects the collective aspirations of Filipinos and provides a long-term direction for national development. Its realization requires sustained action across economic, social, environmental, technological, and governance sectors. The World Bank (2020) identified inclusive growth, human capital development, resilience, and governance as major areas requiring sustained attention in the Philippines. The long-term nature of AmBisyon Natin 2040 therefore makes broad and sustained participation important because its realization extends beyond individual government administrations and requires cooperation among citizens, institutions, communities, and different sectors of society.

Young people occupy an important position in this development agenda. They are not only future beneficiaries of national policies but also present-day actors capable of contributing to community development, innovation, civic participation, and social transformation. Youth participation can strengthen the relevance and responsiveness of development initiatives by incorporating the experiences, priorities, and aspirations of younger generations. In this sense, youth engagement is not solely a youth-development concern but also a governance concern because the meaningful inclusion of young people can contribute to more responsive, inclusive, and participatory development processes.

Despite this potential, meaningful youth engagement remains affected by several barriers. Limited awareness of opportunities, lack of confidence, financial constraints, restrictive social norms, inadequate institutional platforms, governance concerns, and unequal access to digital resources may reduce young people's participation in decision-making and development initiatives. Cadano (2023) emphasized personal barriers related to confidence, time, and financial resources, while Zeadat and Haddad (2024) identified institutional and governance-related constraints that limit meaningful youth participation. Digital inequality and inadequate technological infrastructure may also affect young people's access to information and participation opportunities (Villaseñor, 2024).

These issues are also relevant at the local level, where young people encounter development opportunities and governance processes through schools, communities, local institutions, and other participation mechanisms. In the context of the Division of Nueva Ecija, understanding how young people perceive the attainability of the national development vision and how they participate in development-related activities is important because local experiences can shape how national aspirations are understood and translated into community-level engagement. Examining the perspectives of Grade 10 Science, Technology, and Engineering students therefore provides an opportunity to understand how a specific youth population perceives national development, participates across key development areas, and experiences barriers to meaningful engagement.

These concerns are particularly relevant to the realization of AmBisyon Natin 2040. While young Filipinos represent an important demographic sector, there remains a need to understand how they perceive the attainability of the national vision, the challenges affecting its realization, and the ways through which they can meaningfully participate in national development. Despite the growing body of literature on youth participation, sustainable development, civic engagement, and national development, relatively limited empirical research has examined how Filipino youth themselves perceive the realization of AmBisyon Natin 2040, how actively they engage across key development pillars associated with the national vision, and what barriers may limit their participation.

This study therefore examined the perspectives of youth regarding the realization of AmBisyon Natin 2040, their level of engagement in key development pillars, and the barriers affecting their participation in community and national development initiatives. It also examined differences in perspectives and engagement across selected profile variables. The findings served as the basis for developing a Youth Engagement Framework designed to strengthen meaningful, inclusive, and sustained youth participation. By positioning youth as active development partners rather than merely beneficiaries of national development programs, the study contributes to discussions on participatory governance, inclusive development, and long-term national planning and provides an empirical basis for strengthening institutional mechanisms that support meaningful youth participation.

Review of Related Literature and Studies

Youth Engagement, Sustainable Development, and Participatory Governance

Youth engagement has become an increasingly important dimension of national and sustainable development because young people are not merely future beneficiaries of development policies but present stakeholders whose perspectives, capabilities, creativity, and participation can contribute to social, economic, political, and technological

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transformation. Contemporary development approaches recognize that achieving long-term development goals requires the meaningful inclusion of different stakeholders in planning, implementation, monitoring, and evaluation processes. This perspective is particularly relevant to participatory governance because inclusive stakeholder involvement can strengthen the responsiveness of institutions and ensure that development initiatives reflect the experiences and priorities of the populations they are intended to serve. Local governance research likewise recognizes the importance of inclusive stakeholder involvement and evidence-based decision-making in strengthening institutional performance and promoting sustainable development outcomes (Dela Cruz, 2026). Studies have also shown that young people can contribute to sustainable development through civic participation, innovation, technological competence, community involvement, and the articulation of perspectives that reflect their lived experiences and aspirations (Asian Development Bank [ADB], 2018; Bosco Ekka & Prince Verma, 2022; Kilag, 2024).

Youth participation is therefore relevant not only to youth development but also to governance and public policy. When young people are given opportunities to participate in decisions and initiatives affecting their communities, they can contribute information, experiences, and perspectives that may improve the responsiveness and inclusiveness of development interventions. Conversely, when young people have limited access to decision-making processes, development policies and programs may fail to adequately reflect the concerns and aspirations of an important segment of the population. Youth participation may consequently be understood as part of a broader governance process through which institutions engage citizens, incorporate diverse perspectives, and strengthen the legitimacy and responsiveness of public action.

Youth Participation and AmBisyon Natin 2040

In the Philippine context, youth participation is particularly relevant to the realization of AmBisyon Natin 2040, the country's long-term vision of a *matatag, maginhawa, at panatag na buhay*. The vision represents a long-term national aspiration that extends beyond individual government administrations and requires sustained participation from different sectors of society. Achieving such a vision also requires attention to the interconnected social and economic factors that influence national development, as economic outcomes are shaped by multiple structural and institutional determinants rather than by a single factor alone (Fortuna et al., 2026). Young people are especially significant because they will both inherit and shape the social, economic, technological, and institutional conditions envisioned for 2040. Integrating youth perspectives into development planning may therefore help ensure that national strategies remain responsive to the aspirations, concerns, and future expectations of the generation that will increasingly assume leadership and productive roles in society. The integration of AmBisyon Natin 2040 and related sustainable development objectives within educational and institutional contexts is likewise important to strengthening awareness and participation among young people (Cadorna et al., 2023).

However, awareness of national development goals does not automatically lead to meaningful youth participation. Young people require concrete opportunities, appropriate capabilities, institutional support, inclusive participation mechanisms, and accessible avenues through which their contributions can influence development processes. Maphosa (2024) emphasized that structural and institutional barriers can constrain meaningful youth participation in decision-making processes. Bastida et al. (2024), Ilham et al. (2021), and Yuan (2021) likewise emphasize the importance of providing young people with opportunities to contribute to decisions, initiatives, and actions that affect their communities and future. These findings suggest that communicating national development goals is insufficient unless institutions also create mechanisms through which young people can translate awareness into meaningful participation.

Structural and Contextual Barriers to Youth Participation

The literature further demonstrates that youth engagement is shaped by structural and contextual conditions. Economic inequality, limited access to educational and technological resources, inadequate information, weak institutional mechanisms, limited mentorship, and low levels of trust may restrict the ability of young people to participate effectively. Cadano (2023) identified reasons associated with inactive youth participation in the community, while Maphosa (2024) highlighted structural and institutional barriers that can constrain youth participation in decision-making processes. Previous studies likewise emphasize the influence of economic constraints, technological access, governance conditions, and institutional responsiveness on participation. Zeadat and Haddad (2024), Bwire (2024), and the United Nations Department of Economic and Social Affairs (UN DESA, 2023) point to the importance of addressing structural barriers rather than attributing limited engagement solely to individual apathy.

These barriers have implications for public administration and governance because institutions determine, to a significant extent, whether young people have accessible and meaningful avenues for participation. Institutional platforms, information systems, consultation mechanisms, community programs, and decision-making processes can

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either facilitate or constrain participation. Thus, understanding youth engagement requires attention not only to individual characteristics but also to the institutional and structural environments within which participation occurs.

Governance, Institutional Responsiveness, and Youth Decision-Making

Governance conditions are important in determining whether young people perceive participation as meaningful. Political disempowerment, inconsistent governance, limited transparency, corruption, inadequate accountability, and the absence of effective mechanisms for incorporating youth voices may reduce trust in institutions and weaken motivation to participate. Maphosa (2024) similarly demonstrated that structural and institutional conditions can create barriers to youth participation in decision-making processes.

Leadership also plays an important role in shaping the organizational and governance environment in which participation occurs. Different leadership approaches may influence communication, collaboration, responsiveness, and the willingness of stakeholders to become involved in collective initiatives (Abugatal et al., 2026). Philippine research on political disempowerment has similarly highlighted the relationship between perceptions of ineffective political institutions and diminished participation among citizens, including young people (Borja et al., 2024). Adultism, the absence of accessible platforms for youth voices, and governance practices that limit transparency may likewise contribute to the marginalization of young people in decision-making processes (Zeadat & Haddad, 2024).

These findings indicate that meaningful youth participation requires more than inviting young people to participate in existing programs. Participation becomes more meaningful when institutions are responsive to youth concerns, provide accessible mechanisms for consultation and decision-making, communicate relevant information, and demonstrate that youth contributions can influence actual programs, policies, and development initiatives. From a governance perspective, youth engagement is therefore connected to institutional responsiveness, accountability, inclusiveness, and the capacity of public institutions to incorporate diverse stakeholder perspectives.

Youth Engagement, Community Resilience, and Development

Beyond participation in economic, social, and technological development, meaningful youth engagement may also contribute to community resilience and preparedness. Young people can serve as important partners in disaster risk reduction, environmental protection, community education, and local resilience initiatives. The effective implementation of disaster risk reduction programs and the responsible utilization of public resources require sound governance, accountability, and the participation of relevant stakeholders (Collamar, 2026). Strengthening opportunities for youth participation in resilience-building and community preparedness initiatives may therefore contribute not only to their civic development but also to the broader capacity of communities to respond to social, environmental, and development-related challenges.

Educational institutions may likewise serve as important spaces for developing the knowledge, skills, and participatory capacities needed for community resilience. School-based disaster risk reduction and management initiatives demonstrate how effective institutional implementation and compliance can contribute to the development of disaster resilience among learners and educational communities (Polbadora & Bercilla, 2026). Such institutional mechanisms may provide young people with practical opportunities to develop leadership, responsibility, preparedness, and collaborative skills that can strengthen their capacity to participate in broader community and national development initiatives.

Digital Governance and Youth Participation

Technological access has emerged as another important factor in contemporary youth engagement. Digital platforms can provide young people with opportunities to communicate, organize, advocate, acquire information, and participate in social and development initiatives. The growing importance of digital governance demonstrates how technology can expand access to public services, improve institutional responsiveness, and create new forms of public value when digital systems are designed around the needs of users and stakeholders (Maniego, 2026).

At the same time, unequal access to devices, reliable internet connections, and digital skills may reproduce existing inequalities and exclude some young people from emerging forms of participation. Digital inequality therefore represents not only a technological concern but also a governance concern because unequal digital access can affect who receives information, who can communicate with institutions, and who can participate in emerging forms of civic and public engagement. The present study's identification of technological and digital barriers therefore has implications for the design of inclusive youth-engagement mechanisms.



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Youth Engagement as a Multidimensional Governance Process

Taken together, the literature suggests that youth engagement should be understood as a multidimensional process involving individual attitudes, social expectations, perceived capabilities, collective interests, institutional opportunities, technological conditions, and broader structural factors. Youth participation cannot be reduced to attending programs or joining organizations. Meaningful engagement requires environments in which young people have access to information, possess relevant capabilities, experience inclusion, perceive institutions as responsive, and believe that their participation can produce meaningful outcomes.

The literature also suggests that youth engagement involves an interaction between individual willingness and institutional opportunity. Young people may possess positive attitudes toward development and a willingness to participate, but their participation may remain limited when institutions do not provide accessible mechanisms, when resources are inadequate, or when social and technological barriers prevent meaningful involvement. Conversely, responsive institutions and supportive participation environments may help transform individual willingness into sustained civic and development engagement.

This multidimensional perspective is particularly relevant to AmBisyon Natin 2040 because the realization of a long-term national vision requires sustained cooperation among government institutions, communities, educational institutions, civil society, private organizations, and citizens. Youth therefore need to be considered not simply as recipients of development programs but as active stakeholders whose participation can contribute to the implementation and sustainability of long-term development priorities.

Research Gap

Despite the growing body of literature on youth participation, sustainable development, civic engagement, digital participation, governance, and national development, relatively limited empirical research has examined how Filipino youth themselves perceive the realization of AmBisyon Natin 2040, how actively they engage across key development pillars associated with the national vision, and what barriers may limit their participation. Existing literature has frequently examined youth political participation, civic engagement, sustainable development, educational preparation, technological access, or specific barriers to participation as separate concerns. Comparatively less attention has been given to integrating youth perspectives on a long-term national vision, levels of engagement across multiple development sectors, barriers to participation, differences across selected personal and family characteristics, and the development of an evidence-based engagement framework.

This gap is important from a governance and policy perspective because the effectiveness of long-term development visions depends not only on policy formulation but also on the capacity of institutions to engage stakeholders and translate development priorities into meaningful participation and implementation. Understanding how young people perceive a national development vision, how they participate across development pillars, and what prevents meaningful engagement can provide evidence for strengthening institutional mechanisms and youth-oriented policies.

The present study addresses this gap by examining the perspectives of Filipino youth regarding the realization of AmBisyon Natin 2040, assessing their level of engagement across key development pillars aligned with the national vision, identifying the barriers and challenges affecting their participation in community and national development initiatives, and analyzing differences according to selected personal and family profile variables. Based on these findings, the study develops a Youth Engagement Framework intended to strengthen meaningful, inclusive, responsive, and sustainable youth participation in the realization of the Philippines' long-term development vision.

The study is therefore positioned at the intersection of youth development, participatory governance, sustainable development, and long-term national planning. It contributes to the literature by treating youth not only as beneficiaries of national development but as active development partners whose perspectives and participation can provide an empirical basis for designing more responsive engagement mechanisms. The study advances three central propositions: first, young people are essential stakeholders in long-term development; second, awareness of development goals is insufficient without accessible opportunities and institutional support; and third, meaningful youth engagement requires the removal or reduction of structural, institutional, technological, and contextual barriers.

Theoretical Framework

This study is anchored in three complementary theoretical perspectives: Social Constructivist Theory, the Theory of Planned Behavior, and Olson's Theory of Collective Action. Together, these perspectives provide a multidimensional explanation of how young people develop perspectives regarding national development, form intentions toward participation, respond to social and institutional influences, and decide whether to engage in collective activities. The three theories are particularly relevant to the present study because youth participation in the realization



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of AmBisyon Natin 2040 involves both individual and collective processes and occurs within social, institutional, technological, and governance environments.

The theoretical framework is organized around three related dimensions of youth participation. Social Constructivist Theory explains how young people develop their understanding and perspectives through social experiences and interaction. The Theory of Planned Behavior explains how attitudes, subjective norms, and perceived behavioral control may influence their willingness and capacity to participate. Olson's Theory of Collective Action explains how individual interests, perceived benefits and costs, and collective goals may influence decisions to participate in activities directed toward shared objectives. Taken together, the theories provide a foundation for interpreting youth perspectives and engagement within the broader context of participatory governance and long-term national development.

Social Constructivist Theory

The first theoretical foundation is Social Constructivist Theory, associated with Lev Vygotsky (1978). The theory proposes that knowledge, understanding, identity, and meaning are constructed through social interaction and lived experiences. Individuals do not simply receive knowledge passively; rather, they develop their understanding through interaction with other people, institutions, cultures, and environments.

Within the present study, Social Constructivist Theory provides an explanation for how young people develop their perspectives regarding AmBisyon Natin 2040. Their understanding of the national vision may be influenced by experiences within schools, families, communities, youth organizations, religious institutions, digital environments, and broader social and political contexts. Their perceptions of national development are therefore shaped by the social environments in which they live and learn.

The theory is also relevant to youth engagement because participation provides young people with opportunities to construct and reconstruct their understanding of citizenship, responsibility, leadership, and national development. When young people participate in community and development activities, they do not merely contribute to existing programs; they also develop knowledge, identities, values, and perceptions through interaction with other stakeholders.

In relation to the present study, Social Constructivist Theory therefore helps explain the perspective dimension of youth participation. It provides a basis for understanding why young people's perceptions of the attainability of AmBisyon Natin 2040, the challenges affecting its realization, and possible resolutions to those challenges may be influenced by their social experiences and participation opportunities.

Theory of Planned Behavior

The second theoretical foundation is the Theory of Planned Behavior (TPB) developed by Ajzen (1991). The theory proposes that behavior is influenced by three principal factors: attitudes toward the behavior, subjective norms, and perceived behavioral control. Attitudes refer to an individual's evaluation of a particular behavior; subjective norms involve perceived social expectations and influences; and perceived behavioral control refers to an individual's perception of the ability and resources necessary to perform the behavior.

In the context of the present study, TPB provides a useful explanation of how youth perspectives may influence their willingness and actual participation in initiatives related to AmBisyon Natin 2040. Young people who hold positive attitudes toward national development and civic participation may be more willing to engage in relevant initiatives. Likewise, encouragement or expectations from family members, peers, schools, communities, and institutions may shape the social environment surrounding participation.

Perceived behavioral control is particularly relevant because young people may recognize the importance of participating in national development while simultaneously experiencing constraints such as limited resources, lack of information, insufficient opportunities, technological barriers, or limited access to decision-making processes. Thus, willingness to participate does not necessarily guarantee actual engagement when young people perceive that they lack the resources, opportunities, or institutional support necessary for meaningful participation.

TPB consequently provides a theoretical explanation for the relationship among youth perspectives, perceived opportunities and constraints, and participation. It is particularly useful in interpreting why positive attitudes toward national development may coexist with barriers that limit actual engagement.

Olson's Theory of Collective Action

The third theoretical foundation is Olson's Theory of Collective Action, developed by Mancur Olson (1971). The theory examines how individuals decide whether to participate in collective efforts designed to achieve shared interests and common benefits. Participation in collective action does not automatically follow from the existence of a

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shared goal because individuals may consider the perceived benefits, costs, incentives, and mechanisms associated with participation.

This theory is highly relevant to the present study because the realization of AmBisyon Natin 2040 represents a collective national aspiration that cannot be achieved by government institutions alone. Its realization requires cooperation among citizens, communities, educational institutions, civil society organizations, private institutions, and young people.

For youth, participation may increase when national and community goals are perceived as relevant to their aspirations and when meaningful opportunities exist for collective action. Conversely, young people may be less willing to participate when they perceive that their contributions will not produce meaningful results, when participation involves substantial personal costs, or when institutional barriers prevent them from becoming meaningfully involved. Olson's theory therefore provides a collective-action perspective for interpreting youth engagement across the development pillars examined in the study. It helps explain why individual willingness must be connected to opportunities for collective participation and why institutional mechanisms are important in transforming shared development goals into sustained participation.

Integration of the Theoretical Framework

The three theories complement one another rather than explaining identical aspects of the study. Social Constructivist Theory explains how young people's perspectives and understandings are shaped through social experiences and interactions. The Theory of Planned Behavior explains how attitudes, social expectations, and perceived behavioral control may influence willingness and capacity to participate. Olson's Theory of Collective Action explains how individual decisions to participate may be influenced by shared interests, perceived benefits and costs, and opportunities for collective action.

Together, the theories provide a framework for understanding youth engagement as a process that moves from socially constructed perspectives, to individual willingness and perceived capacity, and ultimately to collective participation. This progression is relevant to participatory governance because meaningful youth engagement requires not only that young people understand development goals and possess willingness to participate, but also that institutions provide accessible opportunities through which participation can occur.

The theoretical framework therefore supports the study's examination of youth perspectives regarding AmBisyon Natin 2040, levels of engagement across key development pillars, and barriers affecting participation. It also provides a basis for interpreting why awareness alone may be insufficient to produce sustained engagement. Meaningful participation requires supportive social environments, positive attitudes, perceived capacity to contribute, collective opportunities, and institutional mechanisms that allow young people's participation to influence community and national development processes.

The three theories consequently guide the interpretation of the study's findings and the development of the proposed Youth Engagement Framework. The resulting framework is intended to connect individual willingness and perspectives with institutional opportunities, collective action, and governance mechanisms that can support meaningful, inclusive, and sustained youth participation in the realization of AmBisyon Natin 2040.

Conceptual Framework

This study adopted an Input–Process–Output (IPO) Model as its conceptual framework. The model presents the logical relationship among the characteristics of the youth respondents, the principal variables examined in the study, the procedures used to analyze the empirical evidence, and the resulting Youth Engagement Framework.

The conceptual framework is informed by the study's three theoretical foundations. Social Constructivist Theory explains how young people's perspectives may be shaped by social experiences and interactions. The Theory of Planned Behavior explains how attitudes, subjective norms, and perceived behavioral control may influence willingness and capacity to participate. Olson's Theory of Collective Action explains how shared interests, perceived benefits and costs, and opportunities for collective action may influence participation. These theoretical perspectives provide the interpretive foundation for examining the relationship between youth perspectives, engagement, barriers, and opportunities for participation.

The framework recognizes that youth participation is not a one-time outcome. The needs, aspirations, opportunities, and challenges experienced by young people may change over time. Consequently, the proposed Youth Engagement Framework incorporates a continuing orientation toward consultation, implementation, monitoring, and evaluation so that youth engagement strategies can remain responsive to changing development conditions.



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The conceptual framework therefore links the empirical characteristics and experiences of young people to the institutional and participation mechanisms required to support their meaningful involvement in the realization of AmBisyon Natin 2040.

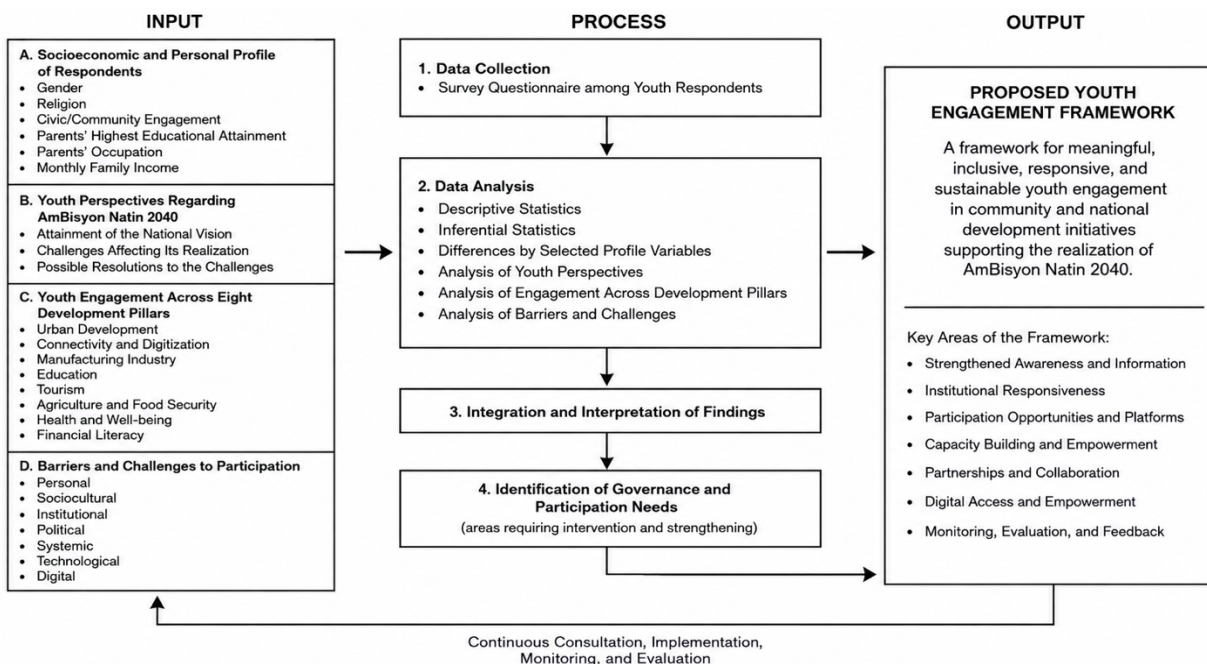


Figure 1
Conceptual Diagram of the Study

Statement of the Problem

The realization of AmBisyon Natin 2040 requires the participation of multiple sectors of Philippine society, including the country's youth. As future leaders, workers, professionals, innovators, and community members, young people will play an important role in shaping the social, economic, technological, institutional, and governance conditions necessary to achieve the national vision of a *matatag, maginhawa, at panatag na buhay*. Their perspectives regarding the attainability of the vision, their current level of engagement, and the barriers affecting their participation therefore provide important evidence for national and local development planning and for strengthening participatory governance mechanisms.

Despite the recognized importance of youth participation, meaningful engagement remains a continuing challenge. Young people may experience limited access to information, inadequate opportunities for meaningful participation, technological and economic constraints, weak institutional support, political and systemic barriers, and limited confidence that their voices can influence decision-making. Previous research emphasizes that youth participation is shaped not only by individual willingness but also by institutional, social, technological, and structural conditions. These conditions are relevant to governance because the availability, accessibility, and responsiveness of institutional participation mechanisms can influence whether young people are able to translate their perspectives and willingness into meaningful engagement.

Although previous studies have examined youth civic participation, political engagement, sustainable development, and individual and structural barriers to participation, relatively limited research has integrated youth perspectives on the realization of AmBisyon Natin 2040, their engagement across key development pillars, the barriers affecting participation, and the development of an evidence-based framework for strengthening youth involvement. There is therefore a need for empirical evidence that considers youth perspectives, engagement, and participation barriers together and examines whether these dimensions vary according to selected personal and family characteristics.



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This study addressed this gap by examining youth perspectives regarding the realization of AmBisyon Natin 2040, determining their level of engagement across key development pillars, identifying barriers and challenges to participation in community and national development initiatives, examining differences according to selected personal and family profile variables, and developing a Youth Engagement Framework based on the empirical findings. The development of the framework reflects the broader importance of translating research findings into practical and evidence-based institutional strategies, particularly when organizational or public-sector interventions are intended to respond systematically to identified conditions and challenges (Tablada, 2026).

Through this approach, the study seeks to provide empirical evidence that can contribute to discussions on participatory governance, youth engagement, institutional responsiveness, and long-term national development planning. It particularly positions young people not only as beneficiaries of development policies and programs but also as stakeholders whose perspectives and participation can inform the design of more inclusive and responsive mechanisms for supporting the realization of AmBisyon Natin 2040.

General Objective

To examine youth perspectives regarding the realization of AmBisyon Natin 2040, determine their level of engagement across key development pillars aligned with the national vision, identify barriers and challenges affecting their participation in community and national development initiatives, and develop an evidence-based Youth Engagement Framework.

Specific Objectives

Specifically, this study aimed to:

1. Describe the profile of the respondents in terms of:
 - 1.1 Personal Profile
 - 1.1.1 Gender
 - 1.1.2 Religion
 - 1.1.3 Civic/community engagement
 - 1.2 Family Profile
 - 1.2.1 Father's educational attainment
 - 1.2.2 Mother's educational attainment
 - 1.2.3 Father's employment/occupation
 - 1.2.4 Mother's employment/occupation
 - 1.2.5 Monthly family income
2. Assess the perspectives of the youth regarding the realization of AmBisyon Natin 2040 in terms of:
 - 2.1 Attainment of the vision;
 - 2.2 Challenges affecting the attainment of the vision; and
 - 2.3 Resolutions to the identified challenges.
3. Determine the level of youth engagement across the key development pillars aligned with AmBisyon Natin 2040, specifically:
 - 3.1 Agriculture and food security;
 - 3.2 Manufacturing industry;
 - 3.3 Connectivity and digitization;
 - 3.4 Education;
 - 3.5 Health and well-being;
 - 3.6 Tourism;
 - 3.7 Urban development; and
 - 3.8 Financial literacy.
4. Identify the barriers and challenges perceived to affect youth engagement in community and national development initiatives in terms of:
 - 4.1 Political and systemic barriers;
 - 4.2 Technological and digital barriers;
 - 4.3 Sociocultural barriers;
 - 4.4 Institutional barriers; and
 - 4.5 Personal barriers.
5. Determine whether significant differences exist in youth perspectives regarding the realization of AmBisyon Natin 2040 when respondents are grouped according to their personal and family profile.



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6. Determine whether significant differences exist in the level of youth engagement across the key development pillars when respondents are grouped according to their personal and family profile.
7. Develop an evidence-based Youth Engagement Framework based on the findings of the study to strengthen meaningful, inclusive, and sustainable youth participation in support of the realization of AmBisyon Natin 2040.

Research Questions

This study sought to answer the following questions:

1. What is the profile of the respondents in terms of:
 - 1.1 Personal Profile
 - 1.1.1 Gender;
 - 1.1.2 Religion; and
 - 1.1.3 Civic/community engagement?
 - 1.2 Family Profile
 - 1.2.1 Father's educational attainment;
 - 1.2.2 Mother's educational attainment;
 - 1.2.3 Father's employment/occupation;
 - 1.2.4 Mother's employment/occupation; and
 - 1.2.5 Monthly family income?
2. What are the perspectives of the youth regarding the realization of AmBisyon Natin 2040 in terms of:
 - 2.1 Attainment of the vision;
 - 2.2 Challenges affecting the attainment of the vision; and
 - 2.3 Resolutions to the identified challenges?
3. What is the level of youth engagement across the key development pillars aligned with AmBisyon Natin 2040 in terms of:
 - 3.1 Agriculture and food security;
 - 3.2 Manufacturing industry;
 - 3.3 Connectivity and digitization;
 - 3.4 Education;
 - 3.5 Health and well-being;
 - 3.6 Tourism;
 - 3.7 Urban development; and
 - 3.8 Financial literacy?
4. What barriers and challenges do the respondents perceive as affecting youth engagement in community and national development initiatives in terms of:
 - 4.1 Political and systemic barriers;
 - 4.2 Technological and digital barriers;
 - 4.3 Sociocultural barriers;
 - 4.4 Institutional barriers; and
 - 4.5 Personal barriers?
5. Are there significant differences in youth perspectives regarding the realization of AmBisyon Natin 2040 when respondents are grouped according to their personal and family profile?
6. Are there significant differences in the level of youth engagement across the key development pillars when respondents are grouped according to their personal and family profile?
7. Based on the findings of the study, what Youth Engagement Framework may be proposed to strengthen meaningful, inclusive, and sustainable youth participation in support of the realization of AmBisyon Natin 2040?

METHODOLOGY

Research Design

The study employed a quantitative survey research design to examine youth perspectives regarding the realization of AmBisyon Natin 2040, determine the level of youth engagement across key development pillars, identify perceived barriers and challenges affecting participation, and examine differences in youth perspectives and engagement according to selected personal and family profile variables. The design was appropriate because the study

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sought to describe the characteristics, perspectives, engagement patterns, and perceived barriers of the respondents and to determine whether statistically significant differences existed among groups based on selected profile characteristics.

The study also included an assessment of the suitability of selected questionnaire data for factor analysis. The Kaiser-Meyer-Olkin Measure of Sampling Adequacy and Bartlett's Test of Sphericity were used to determine whether the data were appropriate for factor analysis.

Locale and Participants

The study was conducted among selected Grade 10 Science, Technology, and Engineering (STE) students from public secondary schools in the Division of Nueva Ecija. Nueva Ecija was selected as the study setting because its communities include diverse urban, rural, agricultural, and socioeconomic contexts that provide a relevant setting for examining youth perspectives and participation in relation to national development.

The study involved 400 Grade 10 STE students from selected public secondary schools representing different congressional districts of Nueva Ecija. The sampling procedure involved cluster-based selection to facilitate representation across geographically distributed schools, while participating schools were purposively selected based on accessibility and their capacity to provide perspectives from different localities.

The specific sampling procedure within each participating school, including the allocation and selection of the 400 respondents, followed the approved sampling plan of the study.

Research Instrument

A researcher-made questionnaire served as the primary data-gathering instrument. The questionnaire was developed based on the objectives and research questions of the study and consisted of four major parts:

1. Socioeconomic and demographic profile of the respondents;
2. Youth perspectives regarding the realization of AmBisyon Natin 2040, specifically in terms of the attainment of the vision, challenges affecting its realization, and resolutions to the identified challenges;
3. Level of youth engagement across eight development pillars aligned with AmBisyon Natin 2040; and
4. Barriers and challenges affecting youth participation in community and national development initiatives.

The eight development pillars examined were agriculture and food security, manufacturing industry, connectivity and digitization, education, health and well-being, tourism, urban development, and financial literacy.

The researcher-made instrument was subjected to the appropriate validation procedures prior to its administration.

Data Collection Procedure

Prior to data collection, the researchers secured the necessary institutional permissions from the appropriate authorities and participating schools. The researchers coordinated with school administrators regarding the schedule, venue, and procedures for administering the questionnaire.

Before the questionnaire was administered, the respondents were informed of the purpose and scope of the study, the nature of their participation, the voluntary nature of participation, and the measures adopted to protect the confidentiality and privacy of their responses. Because the respondents were Grade 10 students, the study followed the applicable requirements for research involving student participants, including the appropriate parental or legal guardian consent and student assent procedures, where required.

The questionnaire was administered to the selected respondents according to the approved data-collection schedule. Respondents were given appropriate instructions for completing the questionnaire and were allowed to answer independently. Completed questionnaires were collected by the researchers and checked for completeness prior to coding and statistical analysis.

The collected data were coded, organized, and securely stored. Information that could directly identify individual respondents was not included in the dataset used for reporting the findings. The data were used solely for the purposes of the research.

Treatment of Data and Data Analysis

The collected data were analyzed using descriptive and inferential statistical procedures consistent with the research objectives.

Frequency and percentage were used to describe the profile of the respondents in terms of gender, religion, civic/community engagement, parents' educational attainment, parents' employment or occupation, and monthly family income.



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Weighted mean was used to summarize the respondents' perspectives regarding the realization of AmBisyon Natin 2040, their level of engagement across the eight development pillars, and their perceived barriers and challenges affecting youth participation.

Multivariate analysis of variance (MANOVA) was used to determine whether statistically significant differences existed in youth perspectives and youth engagement when respondents were grouped according to selected personal and family profile variables. The specific dependent variables and grouping variables were defined according to the corresponding research questions and statistical model.

The Kaiser–Meyer–Olkin Measure of Sampling Adequacy and Bartlett's Test of Sphericity were used to assess whether the relevant questionnaire data were suitable for factor analysis.

All statistical tests were interpreted using the level of significance specified in the study's statistical analysis plan.

Ethical Considerations

The study adhered to established ethical principles governing research involving human participants. Before participation, respondents were informed of the purpose, objectives, procedures, and nature of the study. Participation was voluntary, and respondents were informed that they could decline to participate, omit responses to questions they did not wish to answer, or withdraw from the study in accordance with the approved research procedures without penalty.

Because the study involved Grade 10 students, the researchers complied with the applicable requirements concerning research involving minors, including obtaining parental or legal guardian consent and student assent, where required. The researchers also secured the necessary institutional permissions before conducting data collection.

The confidentiality and anonymity of the respondents were protected. No personally identifiable information was disclosed in the presentation or publication of the findings. The collected data were securely handled and used solely for academic and research purposes.

The researchers also ensured that participation was conducted with respect, fairness, and non-discrimination toward all respondents regardless of gender, religion, socioeconomic background, or other personal characteristics. Appropriate measures were taken to protect the dignity, rights, privacy, and welfare of the participants throughout the research process.

The analysis, presentation, and interpretation of the findings were conducted honestly and objectively. The researchers reported the results based on the collected evidence and avoided the alteration, fabrication, or misrepresentation of data.

RESULTS AND DISCUSSION

Profile of the Respondents

Table 1

Selected Profile of the Respondents (N = 400)

Profile Variable	Category	Frequency	Percentage
Gender	Feminine	239	59.75
	Masculine	141	35.25
	LGBTQIA+	20	5.00
Religion	Catholic	290	72.50
	Other religious affiliations	110	27.50
Civic/Community Engagement	Youth organization	170	42.50
	Volunteer work	54	13.50
	Religious group participation	59	14.75
	Other/no indicated primary form	117	29.25
Father's Education	College graduate	194	48.50
	High school graduate	124	31.00
Mother's Education	College graduate	189	47.25



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Profile Variable	Category	Frequency	Percentage
Father's Employment	Employed	224	56.00
	Not employed	148	37.00
Mother's Employment	Employed	201	50.25
	Not employed	148	37.00
Monthly Family Income	Below ₱18,200	161	40.25
	₱18,201–₱109,200	219	54.75
	Other income categories	20	5.00

Note. $N = 400$. The table presents the principal profile categories reported in the study.

Table 1 shows that the 400 respondents represented varied personal and family backgrounds. Feminine respondents comprised 59.75% of the sample, followed by masculine respondents at 35.25% and LGBTQIA+ respondents at 5.00%. In terms of religion, 72.50% identified as Catholic, while 27.50% reported other religious affiliations. For civic or community engagement, participation in youth organizations was the most frequently reported primary form of engagement at 42.50%, followed by other or no indicated primary forms at 29.25%, religious group participation at 14.75%, and volunteer work at 13.50%. The family profile also reflected variation in parental educational attainment, employment, and monthly family income.

The relatively large proportion of respondents reporting participation in youth organizations indicates that many participants had some experience with organized civic or community activities. However, participation in a youth organization alone does not establish that such participation influenced respondents' perspectives or engagement levels. This issue was examined more directly through the subsequent multivariate analyses.

The socioeconomic characteristics likewise indicate that the sample included respondents from different family circumstances. Nearly half reported that their father and mother were college graduates, while 40.25% reported monthly family income below ₱18,200. These variations provide a basis for examining whether perspectives and engagement differed across selected family characteristics.

Youth Perspectives on the Realization of AmBisyon Natin 2040

Table 2

Summary of Youth Perspectives on the Realization of AmBisyon Natin 2040

Dimension	Grand Mean	General Interpretation
Attainment of the Vision	6.41	Agree/Positive
Challenges to the Attainment of the Vision	6.88	Strongly Agree
Resolution to the Challenges	6.06	Agree

Table 2 shows that the respondents expressed generally positive perspectives regarding the realization of AmBisyon Natin 2040. The grand mean for attainment of the vision was 6.41, while recognition of challenges obtained a higher grand mean of 6.88. Proposed resolutions to the identified challenges obtained a grand mean of 6.06.

The pattern indicates that respondents could simultaneously express agreement regarding the attainability of the national vision and strong recognition of the challenges that may constrain its realization. This may be interpreted as a form of cautious or conditional optimism: the respondents regarded the vision as attainable while recognizing that its realization depends on addressing substantial development and governance concerns.

The relatively high rating for challenges is particularly relevant to governance and public policy because it indicates that positive expectations about a national development vision were accompanied by recognition of institutional, political, socioeconomic, technological, and other conditions that may influence implementation. Thus, youth engagement cannot be considered solely in terms of individual motivation; the institutional and policy environment in which participation occurs also warrants attention.

The findings provide an empirical basis for the proposed Youth Engagement Framework. Rather than focusing exclusively on encouraging young people to participate, the framework may also consider the conditions that enable participation, including access to information, responsive institutions, meaningful representation, partnerships, and opportunities for sustained involvement.



Youth Perspectives on the Attainment of AmBisyon Natin 2040 Through Proper Effort

Table 3

Youth Perspectives on the Attainment of AmBisyon Natin 2040 Through Proper Effort

Indicator	Weighted Mean	Descriptive Rating	Rank
The youth play a crucial role in turning AmBisyon Natin 2040 into reality.	6.35	Agree	1
The current efforts of the government and other stakeholders are enough to achieve AmBisyon Natin 2040.	5.57	Slightly Agree	2
Average Weighted Mean	5.96	Slightly Agree	—

The respondents gave the highest rating to the statement that youth play a crucial role in turning AmBisyon Natin 2040 into reality, with a weighted mean of 6.35. The statement that current efforts of government and other stakeholders were enough to achieve the national vision obtained a lower weighted mean of 5.57. The average weighted mean was 5.96, interpreted as Slightly Agree.

The difference between the two ratings may indicate a distinction between respondents' recognition of youth agency and their confidence in the adequacy of existing institutional efforts. The respondents appeared to place substantial importance on the role of youth while expressing comparatively less agreement regarding whether existing efforts by government and other stakeholders were sufficient.

From a governance perspective, this finding is relevant because meaningful participation requires more than an expressed willingness or recognition of youth potential. It also requires accessible mechanisms through which participation can occur and through which youth contributions can be considered in development processes.

The finding therefore provides support for a framework that connects youth participation with institutional mechanisms. Rather than treating youth engagement only as an individual responsibility, the proposed framework may consider the institutional conditions that can facilitate participation.

Youth Perspectives on the Attainment of AmBisyon Natin 2040 Under the Current System

Table 4

Youth Perspectives on the Attainment of AmBisyon Natin 2040 Under the Current System

Indicator	Weighted Mean	Descriptive Rating	Rank
The country's economic growth shows positive signs that AmBisyon Natin 2040 is achievable.	4.75	Neutral	3
The education system is equipping young people with the necessary skills to contribute to AmBisyon Natin 2040.	6.28	Agree	1
Collaboration between government, the private sector, and youth organizations is strong enough to make AmBisyon Natin 2040 a reality.	5.66	Slightly Agree	2
Average Weighted Mean	5.56	Slightly Agree	—

Table 4 indicates that the highest-rated statement concerned the role of the education system in equipping young people with the skills necessary to contribute to AmBisyon Natin 2040, with a weighted mean of 6.28. Collaboration among government, the private sector, and youth organizations obtained a weighted mean of 5.66, while the statement concerning economic growth obtained the lowest rating at 4.75 and was interpreted as Neutral. The average weighted mean was 5.56.

The high rating for education indicates that respondents regarded the education system as an important avenue for preparing young people to contribute to national development. The comparatively lower rating for economic growth indicates that respondents were less likely to regard current economic growth, by itself, as sufficient evidence of the attainability of the national vision.



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The rating for multisectoral collaboration also indicates that respondents recognized cooperation among government, the private sector, and youth organizations as relevant to the realization of AmBisyon Natin 2040, although the level of agreement was lower than that associated with the education system.

These findings suggest that education, institutional collaboration, and broader development conditions may be considered together when designing youth engagement mechanisms. The proposed framework accordingly places emphasis on capacity building, partnerships, and participation across multiple development areas.

Challenges to the Realization of AmBisyon Natin 2040

Table 5

Summary of Major Challenges Identified by the Youth

Major Challenge Area	Key Concerns Identified
Public awareness and engagement	Limited awareness of development programs and insufficient youth engagement
Employment and technology	Job insecurity and technological changes
Education	Perceived gaps in educational preparation
Governance	Political instability, inconsistent policies, and lack of transparency
Opportunities	Unequal access to resources and development opportunities
Infrastructure	Inadequate systems supporting development and participation
Environment	Climate-related threats and sustainability concerns

Grand Mean for Challenges = 6.88

Table 5 indicates that respondents strongly recognized the existence of substantial challenges associated with the realization of AmBisyon Natin 2040, as reflected in the grand mean of 6.88. The concerns identified covered public awareness and youth engagement, employment and technology, education, governance, access to opportunities, infrastructure, and environmental sustainability.

The range of challenge areas indicates that the respondents did not view the realization of the national vision as dependent on a single condition. Instead, the responses covered institutional, socioeconomic, technological, educational, infrastructural, governance, and environmental dimensions.

Taken together, the findings suggest that youth engagement may be understood within a broader institutional and development context rather than solely as an issue of individual motivation. Participation opportunities may be affected by access to information, institutional conditions, economic opportunities, technology, and perceptions of governance.

From a policy perspective, this suggests that youth engagement initiatives may benefit from multisectoral approaches that address participation barriers alongside capacity-building activities. A program focused exclusively on encouraging youth participation may not adequately address barriers that respondents themselves identified as substantial.

Political Instability and Lack of Transparency

Table 6

Perceptions on Political Instability and Lack of Transparency

Indicator	Weighted Mean	Descriptive Rating	Rank
Political instability leads to inconsistent policies and priorities affecting long-term development goals.	6.11	Agree	1
Lack of transparency in government makes it more difficult to achieve AmBisyon Natin 2040.	5.81	Slightly Agree	2
Political issues and unstable governance may slow down the progress of AmBisyon Natin 2040.	5.28	Slightly Agree	3
Average Weighted Mean	5.73	Slightly Agree	—



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The highest-rated governance concern was the perception that political instability was associated with inconsistent policies and priorities affecting long-term development goals, with a weighted mean of 6.11. Lack of transparency in government obtained a weighted mean of 5.81, while the statement concerning political issues and unstable governance obtained a weighted mean of 5.28. The average weighted mean was 5.73.

These findings indicate that respondents perceived political and governance conditions as relevant concerns in relation to the long-term realization of AmBisyon Natin 2040. In particular, the highest-rated item concerned policy consistency and long-term priorities.

The results should not, however, be interpreted as establishing a causal effect of political instability on policy continuity. The questionnaire measured respondents' perceptions of these relationships. Accordingly, the findings indicate perceived governance concerns rather than an empirical causal relationship.

The concern regarding transparency is also relevant to youth participation. Respondents' ratings indicate that they associated government transparency with the realization of the national vision. In the context of youth engagement, transparent communication about development programs, participation opportunities, and decision-making processes may provide clearer pathways through which young people can participate.

The findings therefore provide empirical support for including transparent governance, accountability, policy continuity, and accessible participation mechanisms in the proposed Youth Engagement Framework.

Resolution of Challenges

Table 7

Summary of Youth-Preferred Strategies for Addressing Development Challenges

Strategic Area	Key Youth-Preferred Interventions
Governance	Transparency, accountability, and responsive leadership
Youth Participation	Increased representation and meaningful involvement
Partnership	Stronger collaboration among government, institutions, communities, and youth
Economic Development	Equitable access to economic opportunities
Innovation	Support for technology, innovation, and skills development
Environment	Environmental protection and sustainable development
Political Stability	Consistent policies and long-term planning
Social Development	Community-based programs and expanded social welfare
Human Capital	Investments in education, skills, and infrastructure

Grand Mean for Resolution Strategies = 6.06

Table 7 shows that respondents generally agreed with the proposed strategies for addressing the challenges associated with national development, as indicated by the grand mean of 6.06. The strategies covered governance, youth participation, partnership, economic development, innovation, environmental protection, political stability, social development, and human-capital development.

The range of strategies indicates that respondents did not identify a single institutional response as sufficient. Instead, their preferred approaches involved multiple actors and development dimensions. In particular, transparency, accountability, responsive leadership, youth representation, collaboration, equitable opportunities, and consistent policies were identified as important areas.

The findings support a governance approach in which youth participation is connected to broader institutional and intersectoral processes. The proposed framework therefore incorporates governance, participation, partnership, capacity development, digital inclusion, and sustainable development rather than treating youth engagement as an isolated activity.

**Factor-Analysis Suitability for Resolution to Challenges****Table 8***Sampling Adequacy for Youth Perspectives on Resolution to Challenges*

Test	Statistic	Value
Kaiser–Meyer–Olkin Measure of Sampling Adequacy —		.671
Bartlett's Test of Sphericity	Approximate Chi-Square	1973.704
	Significance	< .001

Table 8 shows a Kaiser–Meyer–Olkin value of .671. Bartlett's Test of Sphericity was statistically significant, $\chi^2 = 1973.704$, $p < .001$. These results indicate that the correlation structure of the responses was sufficiently suitable for factor analysis.

The KMO and Bartlett results establish the suitability of the data for factor analysis, but they do not, by themselves, identify the underlying factors. Therefore, the present results should be interpreted as evidence of factorability rather than as evidence that specific dimensions have already been established.

Level of Youth Engagement Across Key Development Pillars**Table 9***Summary of Youth Engagement Across Key Development Pillars*

Development Pillar	Mean	Descriptive	Rating	Rank
Manufacturing Industry	4.22	High		1
Connectivity and Digitization	4.20	High		2
Agriculture and Food Security	4.08	High		3.5
Health and Well-being	4.08	High		3.5
Tourism	4.00	High		5
Education	3.89	High		6
Urban Development	3.85	High		7
Financial Literacy	3.65	High		8
Grand Mean	4.00	High		—

Table 9 indicates a high level of reported youth engagement across all eight development pillars, with a grand mean of 4.00. Manufacturing Industry obtained the highest mean at 4.22, followed by Connectivity and Digitization at 4.20. Agriculture and Food Security and Health and Well-being both obtained means of 4.08. Financial Literacy obtained the lowest mean at 3.65, although it remained within the High category.

The consistently high ratings across the eight pillars indicate that engagement was not concentrated in only one development area. Within the dimensions measured, respondents reported engagement across economic, technological, agricultural, health, tourism, education, urban-development, and financial-literacy areas.

Manufacturing Industry obtained the highest reported mean. This identifies manufacturing-related engagement as a comparatively stronger area within the dimensions measured and may provide one potential entry point for youth-oriented development initiatives.

Connectivity and Digitization also obtained a high mean of 4.20, indicating that technology-related participation was another comparatively strong area. Given that technological and digital barriers were also among the more highly rated barriers, the findings point to a potentially important policy consideration: youth may report high engagement with technology while simultaneously experiencing barriers to fully accessing digital opportunities.

Financial Literacy obtained the lowest mean among the eight pillars at 3.65. Although the rating remained high, its comparatively lower position identifies financial literacy as an area that may merit additional attention in youth development initiatives.

Overall, the results support a multidimensional approach to youth engagement. The proposed framework therefore integrates multiple development sectors rather than treating participation as a single form of civic activity.



Barriers and Challenges to Youth Engagement

Table 10

Summary of Barriers and Challenges to Youth Engagement in Community and National Development Initiatives

Barriers and Challenges	Overall Mean	Descriptive	Rating Rank
Political and Systemic Barriers	5.72	Agree	1
Technological and Digital Barriers	5.59	Agree	2
Socio-cultural Barriers	5.30	Slightly Agree	3.5
Institutional Barriers	5.30	Slightly Agree	3.5
Personal Barriers	4.53	Slightly Agree	5
Grand Mean	5.29	Slightly Agree	—

Table 10 indicates that political and systemic barriers obtained the highest overall mean at 5.72, followed by technological and digital barriers at 5.59. Socio-cultural and institutional barriers both obtained means of 5.30, while personal barriers obtained the lowest mean at 4.53. The grand mean was 5.29, interpreted as Slightly Agree.

The ranking indicates that respondents perceived political/systemic and technological/digital conditions as more prominent barriers than personal barriers within the dimensions measured. This finding is important because it indicates that the respondents did not identify personal factors as the highest category of barriers.

The results may therefore support a broader understanding of youth engagement in which institutional, political, technological, and sociocultural conditions are considered alongside individual factors. The finding does not establish that these barriers objectively cause disengagement; rather, it shows that respondents perceived these categories as relevant obstacles to participation.

The prominence of political/systemic barriers is consistent with the earlier finding that respondents identified political instability, policy inconsistency, and transparency as concerns related to the realization of AmBisyon Natin 2040. Similarly, the high ranking of technological and digital barriers is relevant to the high reported engagement in Connectivity and Digitization.

Taken together, these results suggest that youth engagement programs may benefit from addressing both youth capacity and the institutional and technological conditions surrounding participation.

Differences in Youth Perspectives Across Personal Profile

Table 11

Multivariate Test of Differences in Youth Perspectives on AmBisyon Natin 2040 Across Personal Profile

Effect	Wilks' Lambda	F	Sig.	Decision
Gender	.906	2.251	.040*	Significant
Religion	.828	1.446	.110 ns	Not Significant
Civic/Community Engagement	.934	.510	.950 ns	Not Significant

Note. $p < .05$; ns = not significant.

Table 11 shows that gender was the only personal profile variable associated with a statistically significant multivariate difference in youth perspectives regarding the realization of AmBisyon Natin 2040, Wilks' $\Lambda = .906$, $F = 2.251$, $p = .040$. Religion and civic/community engagement did not produce statistically significant multivariate differences.

The finding indicates that respondents' perspectives regarding the realization of AmBisyon Natin 2040 differed according to gender within the study sample. However, the multivariate result alone does not establish the specific social, institutional, or experiential mechanisms underlying this difference.

Marcelino (2023) discussed gender-related challenges affecting the long-term development of girls in the Philippine context, while the literature cited in the manuscript concerning LGBTQ youth emphasizes the role of discrimination, support, and inclusive environments in shaping youth experiences and aspirations.



Within the present study, the statistically significant gender difference supports consideration of gender-responsive youth engagement strategies. Such strategies may recognize that young people can differ in their perspectives even when they demonstrate comparable levels of engagement across development sectors.

Differences in Youth Perspectives Across Family Profile

Table 12

Multivariate Test of Differences in Youth Perspectives on AmBisyon Natin 2040 Across Family Profile

Effect	Wilks' Lambda	F	Sig.	Decision
Father's Education	.998	.077	.972 ns	Not Significant
Mother's Education	.998	.115	.951 ns	Not Significant
Father's Occupation	.958	2.075	.106 ns	Not Significant
Mother's Occupation	.990	.462	.709 ns	Not Significant
Monthly Family Income	.987	.607	.612 ns	Not Significant

Note. ns = not significant at $p > .05$.

Table 12 shows that none of the family profile variables produced statistically significant multivariate differences in youth perspectives. The reported significance values ranged from .106 to .972, all exceeding the .05 criterion.

The findings indicate that, within the present sample and the dimensions measured, respondents' perspectives regarding the realization of AmBisyon Natin 2040 did not differ significantly according to father's education, mother's education, father's occupation, mother's occupation, or monthly family income.

The absence of statistically significant differences should not be interpreted to mean that family circumstances are unimportant in young people's lives. Rather, the present analysis did not establish statistically significant group differences in the measured dimensions of youth perspectives.

For the proposed framework, the result provides support for designing youth engagement opportunities that are broadly accessible across different family backgrounds rather than restricting participation based on socioeconomic characteristics.

Differences in Youth Engagement Across Personal Profile

Table 13

Multivariate Test of Differences in Youth Engagement Across Personal Profile

Effect	Wilks' Lambda	F	Sig.	Decision
Gender	.965	.290	.997 ns	Not Significant
Religion	.633	1.287	.098 ns	Not Significant
Civic/Community Engagement	.676	1.093	.313 ns	Not Significant

Note. ns = not significant at $p > .05$.

Table 13 indicates that none of the personal profile variables produced statistically significant multivariate differences in youth engagement. Gender had a significance value of .997, religion .098, and civic/community engagement .313. All exceeded the .05 criterion.

The result is notable when considered alongside Table 11. Gender was associated with a significant difference in respondents' perspectives regarding the realization of AmBisyon Natin 2040, but gender was not associated with a significant difference in the respondents' reported level of engagement across the eight development pillars.

This distinction indicates that differences in perspectives do not necessarily correspond to differences in reported engagement. Within the present sample, respondents may have differed in how they viewed the national vision while reporting broadly comparable engagement across the development sectors measured.

The finding supports an inclusive approach to youth engagement in which participation opportunities remain accessible to different groups while recognizing that groups may hold different perspectives and concerns.



Differences in Youth Engagement Across Family Profile

Table 14

Multivariate Test of Differences in Youth Engagement Across Family Profile

Effect	Wilks' Lambda	F	Sig.	Decision
Father's Education	.808	.880	.650	ns Not Significant
Mother's Education	.830	.765	.822	ns Not Significant
Father's Occupation	.857	1.280	.210	ns Not Significant
Mother's Occupation	.961	.321	.995	ns Not Significant
Monthly Family Income	.921	.671	.822	ns Not Significant

Note. ns = not significant at $p > .05$.

Table 14 shows that none of the family profile variables produced statistically significant multivariate differences in youth engagement. All reported significance values exceeded .05.

The findings indicate that, within the study sample and the engagement dimensions measured, youth engagement did not differ significantly according to father's education, mother's education, father's occupation, mother's occupation, or monthly family income.

This result does not establish that socioeconomic circumstances have no influence on youth participation. It indicates only that statistically significant group differences were not established in the present analysis.

The result therefore supports the consideration of broadly accessible youth engagement mechanisms that do not presume that family socioeconomic characteristics alone determine participation. The study's cited literature also indicates that other environmental and support-related conditions may be relevant to youth engagement.

Integration of Findings into the Youth Engagement Framework

Table 15

Empirical Basis of the Proposed Youth Engagement Framework

Major Finding	Statistical Evidence	Framework Implication
Youth are generally optimistic about the national vision	GM = 6.41	Transform positive perspectives into concrete participation
Youth strongly recognize development challenges	GM = 6.88	Address structural and systemic barriers
Youth support proposed solutions	GM = 6.06	Strengthen governance, collaboration, equity, and sustainability
Youth engagement is generally high	GM = 4.00	Sustain and institutionalize participation
Manufacturing has the highest engagement	M = 4.22	Support skills, employment, and productive participation
Connectivity and digitization are highly rated	M = 4.20	Expand digital participation and innovation
Political and systemic barriers are highest	M = 5.72	Improve governance, trust, and representation
Technological and digital barriers are substantial	M = 5.59	Strengthen digital inclusion
Gender significantly differentiates perspectives	$p = .040$	Apply gender-responsive strategies
Family profile does not significantly differentiate engagement	$p > .05$	Provide inclusive opportunities across socioeconomic groups

Table 15 summarizes the empirical findings used as the basis for the proposed Youth Engagement Framework. The framework is derived from the combination of respondents' perspectives regarding the national vision, their



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reported engagement across development pillars, the barriers they identified, and the significant and nonsignificant group differences observed in the multivariate analyses.

The findings indicate that respondents expressed positive perspectives regarding the attainability of AmBisyon Natin 2040 while simultaneously recognizing substantial challenges. The grand mean for attainment was 6.41, while the grand mean for challenges was 6.88. Reported engagement across the eight development pillars was also high, with a grand mean of 4.00.

At the same time, political and systemic barriers obtained the highest mean among the barrier categories at 5.72, followed by technological and digital barriers at 5.59. These results indicate that high reported engagement coexisted with substantial perceived barriers.

Strategic Youth Engagement Framework for The Realization of AmBisyon Natin 2040

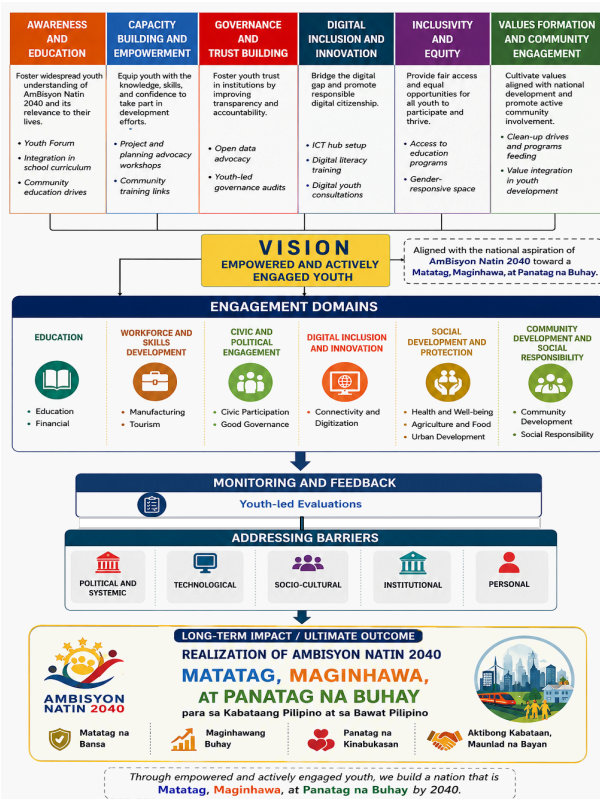


Figure 2
Youth Engagement Framework

The proposed framework therefore focuses not only on encouraging youth participation but also on strengthening the conditions under which participation can occur. Based on the findings, the framework may encompass the following interconnected areas:

1. Youth Awareness and Development Education to strengthen understanding of AmBisyon Natin 2040 and available participation opportunities;
2. Inclusive and Gender-Responsive Participation to recognize differences in youth perspectives and experiences;
3. Capacity Building in leadership, civic participation, digital competence, entrepreneurship, and sector-specific skills;
4. Transparent and Responsive Governance to address concerns associated with political and systemic barriers;
5. Cross-Sector Partnerships among government, schools, communities, private institutions, and youth organizations;
6. Digital Inclusion to address technological and digital barriers;



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7. Integration Across the Eight Development Pillars to recognize the multidimensional nature of youth engagement; and
8. Sustainable Participation Mechanisms to support continued participation rather than isolated activities.

The framework should be understood as a proposed evidence-informed framework derived from the findings, rather than as a validated intervention model. The present study provides empirical evidence that can inform the framework's components, but the effectiveness of the framework itself would require subsequent implementation, validation, monitoring, and evaluation.

The proposed framework therefore provides a possible governance and policy-oriented response to the study's central empirical pattern: respondents reported high engagement across multiple development sectors while also identifying political/systemic and technological/digital barriers. This combination indicates that youth engagement initiatives may need to address both the capacities of young people and the institutional conditions that shape opportunities for participation.

Summary of Major Findings

The findings collectively indicate five major patterns.

First, respondents expressed generally positive perspectives regarding the attainability of AmBisyon Natin 2040, although they also strongly recognized challenges associated with its realization.

Second, respondents reported high levels of engagement across all eight development pillars. Manufacturing Industry and Connectivity and Digitization obtained the highest means, while Financial Literacy obtained the lowest mean but remained within the high category.

Third, respondents identified political and systemic barriers as the most prominent category of barriers, followed by technological and digital barriers. This pattern indicates that respondents perceived barriers beyond the individual level.

Fourth, gender was associated with a statistically significant multivariate difference in perspectives regarding the realization of AmBisyon Natin 2040, while religion and civic/community engagement were not. No statistically significant differences were established in youth perspectives across the family profile variables examined.

Fifth, no statistically significant differences were established in youth engagement across the personal and family profile variables examined. Thus, the findings distinguish between differences in perspectives and differences in reported engagement.

Taken together, these findings provide the empirical basis for a proposed Youth Engagement Framework centered on awareness, inclusive participation, capacity building, transparent and responsive governance, cross-sector partnerships, digital inclusion, engagement across development pillars, and sustainable participation mechanisms.

Conclusion

The findings indicate that the Grade 10 Science, Technology, and Engineering students included in the study generally expressed positive perspectives regarding the attainability of AmBisyon Natin 2040 while simultaneously recognizing substantial challenges that may constrain its realization. The respondents identified governance-related concerns, limited public awareness and engagement, unequal opportunities, educational and employment concerns, infrastructure limitations, technological challenges, and environmental threats among the issues associated with the realization of the national vision.

The respondents reported a high level of engagement across the eight development pillars examined in the study, with Manufacturing Industry obtaining the highest mean and Financial Literacy obtaining the lowest, although still within the high engagement category. These findings indicate that youth engagement in the study extends across multiple development areas rather than being concentrated in a single sector.

The analysis further showed that gender was associated with a statistically significant difference in respondents' perspectives regarding the realization of AmBisyon Natin 2040, whereas religion and civic/community engagement were not associated with significant multivariate differences in perspectives. No statistically significant differences were established in youth perspectives across the family profile variables examined. Similarly, no statistically significant differences were established in youth engagement across the personal and family profile variables included in the analysis.

The findings also indicate that respondents perceived political and systemic barriers and technological and digital barriers as the most prominent categories among the barriers measured. At the same time, respondents expressed agreement with strategies involving transparency, accountability, youth participation, partnerships, equitable opportunities, innovation, environmental sustainability, political stability, community-based programs, and human-capital development.



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Taken together, the findings suggest that strengthening youth participation involves not only encouraging young people to engage but also creating institutional and governance conditions that make participation accessible, inclusive, transparent, and meaningful. The proposed Youth Engagement Framework translates the empirical findings into interconnected areas of awareness and development education, inclusive participation, capacity building, transparent and responsive governance, cross-sector partnerships, digital inclusion, engagement across development pillars, and sustainable participation mechanisms.

The framework may contribute to governance and policy discussions by providing an evidence-informed basis for considering youth participation within national development planning. However, because the study was conducted among selected Grade 10 Science, Technology, and Engineering students in public secondary schools in Nueva Ecija, the findings and proposed framework should be interpreted within the limits of the study population and setting. Further research may examine the applicability and effectiveness of the framework in other youth populations, localities, and institutional contexts.

Policy Recommendations

Based on the findings, government agencies, educational institutions, local government units, and youth-serving organizations may strengthen programs that provide young people with meaningful and sustained opportunities to participate in community and national development initiatives related to AmBisyon Natin 2040. Particular attention may be given to the political and systemic as well as technological and digital barriers identified by the respondents through transparent governance practices, accessible participation mechanisms, digital inclusion, leadership development, and opportunities for youth involvement across key development areas.

Government agencies and local government units may consider strengthening mechanisms through which young people can access information, express their views, participate in consultations, and receive feedback regarding how their contributions are considered in development processes. Leadership practices that promote communication, collaboration, and stakeholder involvement may contribute to a more supportive environment for participation (Abugatal et al., 2026).

Educational institutions may integrate development-oriented activities that strengthen civic participation, leadership, digital competence, financial literacy, sustainable development awareness, disaster resilience, and community engagement. Such initiatives may help connect classroom learning with opportunities for young people to participate in community and development processes.

Youth-serving organizations and schools may provide inclusive and gender-responsive participation opportunities, particularly because gender was associated with a statistically significant difference in respondents' perspectives regarding the realization of AmBisyon Natin 2040. These initiatives may recognize differences in perspectives and experiences while ensuring that participation opportunities remain accessible to diverse groups of young people.

Relevant institutions may also explore the strategic use of digital systems to expand access to information, services, learning opportunities, and mechanisms for public participation. Digital initiatives may be accompanied by measures that address unequal access to technology and digital resources, consistent with the study's finding that technological and digital barriers were among the most prominent categories identified by respondents (Maniego, 2026).

The proposed Youth Engagement Framework may be adopted or adapted by relevant stakeholders as a guide for designing youth engagement initiatives, subject to contextual assessment and further validation. Its implementation may be accompanied by regular monitoring and evaluation to determine whether the proposed mechanisms remain responsive to the needs and experiences of young people. Evidence from monitoring and evaluation may be used to refine programs and institutional strategies over time, consistent with evidence-based planning and the systematic use of empirical findings in improving organizational interventions (Tablada, 2026).

Finally, future researchers may examine the proposed framework in other geographic areas, age groups, educational settings, and youth populations. Comparative or longitudinal research may also be undertaken to determine whether the patterns identified in the present study remain consistent across different contexts and whether specific youth engagement interventions are associated with changes in participation over time.

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