A Comparative Study of Awareness and Engagement in Local Community Activities among Private Senior High School Students in Tabuk City, Kalinga

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Abstract— This study examines the awareness and engagement of private senior high school students in Tabuk City, Kalinga, regarding local community activities. Findings reveal that students are highly aware (TAWM = 3.881) and engaged (TAWM = 4.011), particularly in culturally significant events such as Barangay Fiestas and environmental campaigns. Awareness and engagement are consistently high across sex, school affiliation, and academic strand, with only minor variations linked to program orientation and resource availability. Female students demonstrate slightly higher levels of participation, though differences are not statistically significant. Key factors moderately affecting engagement include limited access to resources, balancing academic and community commitments, and insufficient invitations to participate—challenges that are systemic rather than group-specific. Peer influence, institutional support, and motivation are crucial in fostering participation, while logistical and cultural barriers persist for some students. The study highlights the importance of strong cultural traditions, effective communication, and supportive school environments in promoting youth involvement, and calls for targeted interventions to address persistent barriers, ensuring equitable and meaningful participation for all students in community initiatives.

Keywords— awareness, private senior high school students, local community activities, level of engagement, factors

I. INTRODUCTION

Active civic engagement is fundamental to building just and equitable communities and strengthening democratic societies. Early involvement in civic activities fosters habits that can last a lifetime, making youth civic engagement a critical focus for sustainable democratic development. When young people from diverse backgrounds are provided with opportunities to develop civic skills and knowledge, they are empowered to effect change, leading to more representative decision-making and stronger communities (Levine, 2007).

Youth engagement in community activities is essential for nurturing civic responsibility, leadership, and social awareness. Schools play a pivotal role in encouraging students to participate in community initiatives, contributing not only to personal growth but also to the betterment of society (Kahne & Sporte, 2008). The Philippine Constitution recognizes the vital role of youth in nation-building, mandating the promotion and protection of their physical, moral, spiritual, intellectual, and social well-being, and encouraging their involvement in public and civic affairs (1987 Constitution of the Republic of the Philippines, Art. II, Sec. 13). Education is thus crucial in promoting civic engagement by equipping individuals with the necessary knowledge, skills, and values to participate actively in their communities and democracies.

Encouraging youth participation in decision-making processes related to community development, education, and local policies such as volunteer work, community service, and cultural events not only benefits individuals but also contributes to a more vibrant and cohesive society (Zaff et al., 2010). In Tabuk City, Kalinga, both public and private schools play significant roles in shaping the level and quality of youth engagement.

This study aims to explore the extent of youth involvement in community activities, examining the differences and similarities between students in public and private educational institutions in Tabuk City. According to the Department of Education (DepEd) Memorandum No. 055, s. 2021, the Bureau of Learner Support-Services Youth Formation Division recommends programs and activities to support the efficient implementation of the Basic Education Curriculum-Learning Continuity Plan, including the Supreme Pupil Government (SPG) and Supreme Student Government (SSG) in elementary and secondary schools (Department of Education, 2021).

Local initiatives, such as the Interschool Lantern Parade and the Creative Industry Summit, aim to enhance student participation and foster creativity in collaboration with the Department of Trade and Industry (DTI) and local government units. The DTI also encourages youth participation in competitions like YC2, which recognizes talents in songwriting, screenwriting, animation, and game development, thus providing platforms for youth to showcase their skills (Baguio Herald Express, 2024). Additionally, the annual Kalinga Day Festival highlights local culture and heritage, promoting community engagement and cultural preservation among the youth.

Programs like the Civic Welfare Training Service (CWTS) further support youth development by covering topics such as self-awareness, leadership, citizenship values, and disaster management, helping students understand themselves and their roles in society (Lee, 2019).

Given these initiatives, this study seeks to determine the level of student engagement in local community activities in Tabuk City and to identify barriers that may hinder their participation.

1.1. Conceptual Framework

The conceptual framework for this study is anchored in the recognition of youth as vital contributors to nation-building, as articulated in the Philippine 1987 Constitution. Article II, Section 13, states: "The State recognizes the vital role of the youth in nation-building and shall promote and protect their physical, moral, spiritual, intellectual, and social well-being. It shall inculcate in the youth patriotism and nationalism, and encourage their involvement in public and civic affairs" (1987 Constitution of the Republic of the Philippines, Art. II, Sec. 13). This constitutional mandate underscores the importance of youth public engagement as a means to develop their competencies, self-confidence, decision-making, and critical thinking skills.

The study focuses on student engagement in local community activities within private schools in Tabuk City, Kalinga. The independent variables include the extent of awareness of local community activities, the level of engagement, and the factors affecting engagement among senior high school students. Moderator variables such as age, sex, and school affiliation are used for comparative analysis. The Youth in National Construction Act of 1994, which established the National Youth Commission, further institutionalizes strategies for youth engagement, responsibility, and communication in the Philippines, where youth represent 28% of the population (UNFPA, n.d.).

School curricula, such as that of St. Theresita's School of Tabuk, Inc., emphasize community involvement through participation in meaningful activities beyond the campus, supporting the philosophy and objectives of the Apostolic Vicariate of Tabuk (AVT). These activities help build Basic Ecclesial Communities and foster social responsibility among students.

Youth engagement is reflected in participation in cultural events such as the Kalinga Festival, Matagoan Festival, Ulalim Festival, Barangay fiestas, and creative competitions like the YC2, which encourage the development and recognition of youth talents (Department of Trade and Industry, as cited in Baguio Herald Express). These cultural celebrations, including the Ullalim and Bodong Festivals, highlight unity, resilience, and cultural identity, and provide opportunities for youth to be actively involved in preserving and promoting local heritage.

Promoting community events through school announcements and social media is identified as an effective strategy to maximize awareness and participation. Effective communication increases event visibility, fosters a sense of community, and enhances school reputation (Stribbell, 2014). Collaboration and participation in community activities are shown to contribute to personal development, leadership, and social networks, opening new opportunities for youth (Mathew, 2022; Komar, 2016).

However, several barriers hinder youth engagement in Tabuk City. These include lack of awareness, economic challenges, insufficient infrastructure, academic workload, transportation issues, and cultural or religious constraints (Alvarez, 2020; Dela Cruz, 2019; Lopez, 2017; Garcia, 2018; Cruz, 2022; Dela Rosa, 2021; Fernandez, 2019;

Castro, 2020; Agustin, 2022; Reyes, 2021; Santos, 2020; Torres, 2019; Valdez, 2018). Financial constraints, such as participation fees and the cost of materials, further limit access to extracurricular activities for students from low-income families1. Additionally, religious obligations and cultural norms may restrict youth especially girls from participating in certain activities, while the influence of religious leaders can prioritize religious over secular engagement.

Effective communication between schools, parents, and students is essential to address these barriers and promote greater community involvement. Schools are encouraged to improve information dissemination and foster supportive environments to enhance youth participation in local activities.

1.2   Statement of the Objectives and Null Hypothesis

The challenge at hand of this study is to understand the level of private schools among senior high school student' performances in engaging in the local community activities in Tabuk, City, Kalinga. Specifically, it sought to answer the following objectives:

1. To determine the level of awareness of private senior high school students on the local community activities in Tabuk, City, Kalinga.

    1.1 To find if there are significant differences on the level of awareness of private senior high school students in the local community activities in Tabuk City, Kalinga, along the moderator variables of sex, school affiliation and strands.

    1.2. There are no significant differences on the level of awareness of private senior high school students in the local community activities.

2. To determine the level of engagement of private senior high school students in the local community activities in Tabuk City Kalinga.

    2.1 To find if there are significant differences on the level of engagement of private senior high school students in the local community activities along the moderator variables.

    2.2. There are no significant differences on the level of engagement of private   senior high school students in the local community activities along the moderator variables.

3. To determine the extent of factors affecting the level of engagement of private schools among senior high school students' in the local community activities.

    3.1 To find if there are significant differences on the extent of factors affecting the level of engagement

of private senior high school students' in the local community activities.

    3.2   There are no significant differences on the extent of factors affecting the level of engagement of private   senior high school students' in the local community activities.

II.   REVIEW OF RELATED LITERATURE

Youth engagement in community activities is crucial for fostering civic responsibility, leadership, and social cohesion among young people. In the Philippines, the 1987 Constitution emphasizes the youth's vital role in nation-building and encourages their participation in public and civic affairs (1987 Constitution of the Republic of the Philippines, Art. II, Sec. 13). Schools play a central role in promoting youth involvement by providing opportunities for participation in cultural events, competitions, and community service, which help students build skills, confidence, and a sense of belonging (Karagianni & Montgomery, 2018; Department of Trade and Industry, as cited in Baguio Herald Express, 2024).

Active participation in community activities enhances leadership, critical thinking, and social networks, contributing to both personal and community development (Martinez et al., 2017; Śmiechowski, 2019). However, several barriers can limit youth engagement, including lack of awareness, economic constraints, academic workload, limited transportation, and cultural or religious factors (Alvarez, 2020; Reyes, 2021). Students from low-income families may struggle with participation fees and the costs of materials, while others face time constraints due to academic or family responsibilities (Dela Cruz, 2019; Cruz, 2022). Additionally, some cultural and religious norms may discourage or restrict involvement, particularly for girls or members of specific religious communities (Santos, 2020; Torres, 2019).

Motivation and support from adults, schools, and the community are essential for overcoming these challenges. Effective communication, mentorship, and inclusive program design can help increase awareness and participation (Tyson et al., 2021; Stribbell, 2014). Collaboration between schools, local government, and community organizations such as through youth councils, extracurricular clubs, and community-based projects can further empower young people to take active roles in local development (National Youth Commission, 2017; UNFPA, n.d.).

In summary, while youth engagement in community activities offers significant benefits for both individuals and society, addressing barriers through targeted

interventions and supportive environments is key to maximizing participation and impact in places like Tabuk City, Kalinga.

III.   RESEARCH DESIGN AND METHODOLOGY

This study employed a quantitative, descriptive research design to determine the performance and level of engagement of private senior high school students in local community activities in Tabuk City, Kalinga. The descriptive method, as recommended by Sevilla et al. (2006), is appropriate for assessing the status and characteristics of a group, making it suitable for examining the respondents' profiles, their awareness of community activities, their extent of engagement, and the factors influencing their participation. Data were collected primarily through a structured questionnaire, which was distributed to senior high school students across five private schools: St. William's Academy of Bulanao, Inc., St. Tonis College, Inc., Tabuk Institute, Inc. (TI), International School of Asia and the Pacific (ISAP), and Kalinga Colleges of Science and Technology (KCST).

The questionnaire was divided into sections to gather comprehensive information. The first section collected demographic data such as sex, school affiliation, and academic strand. The subsequent sections assessed the students' level of awareness of local community activities, their degree of engagement, and the factors affecting their participation. The instrument's content was based on indicators from the Philippine Youth Development Plan (PYDP) and the Youth in National Construction Act of 1994, ensuring its validity and reliability (National Youth Commission, 2017; UNFPA, n.d.). Additionally, some items were derived from students' actual experiences in their communities and schools. To further validate the data, brief interviews were conducted with selected respondents.

Prior to data collection, the researcher obtained written permission from the participating schools and coordinated with school heads for the administration and retrieval of questionnaires. All responses were treated with strict confidentiality. The collected data were analyzed using a five-point Likert scale to quantify the students' levels of awareness and engagement in community activities.

IV.   ANALYSIS AND DISCUSSIONS

This chapter presents the results and findings of the study. It also discusses the interpretation of the findings on the awareness on engagement of private senior high school students in the local community activities.

Table 1. Level of Awareness on Engagement of Private Senior High School Students on the Local Community Activities in Tabuk City, Kalinga

Local Community Activities	Mean
1. Ullalim Festival/Bodong festival	3.88
2. Matagoan festival	3.85
3. Civic Parade	3.90
4. Local food festivals (like Inandila festival)	3.84
5. 5.Sportscompetition (Taekwondo, Badminton, Table Tennis, Ballgames)/LIGA	4.05
6. Brgy. Fiesta	4.10
7. Battle of the Band	3.94
8. Music Concerts	3.99
9. Youth-led initiatives or projects in the community.	4.03
10. Workshops or seminars related to community development.	2.67
11. Lantern Making Contest	3.87
12. Tree-planting drives or clean-up campaigns organized by local schools/outreach programs organized by schools.	4.10
13. Health awareness workshops or vaccination drives conducted in the community.	4.09
14. Pageantry Contest (Search for Mr. & Ms. /Fashion Show etc.)	3.92
15. Drum & Lyre competition sponsored by the LGU of Tabuk City, Kalinga	3.99
Total Average Weighted Mean	3.88

The data reveal that the total average weighted mean for student awareness of local community activities in Tabuk City, Kalinga is 3.88, indicating that respondents are generally "much aware" of these activities. Notably, Barangay Fiestas and tree-planting drives or clean-up campaigns both received a mean score of 4.10, suggesting that the majority of students are highly aware of these events. This heightened awareness can be attributed to the cultural significance and regular occurrence of Barangay Fiestas, which foster a strong sense of community and collective identity among Filipinos (Cloe, 2024). These festivals not only celebrate local traditions but also stimulate tourism and economic activity in the region (Lewis, 2016).

The City Government of Tabuk, through its Public Information Office, actively promotes such community events, emphasizing their role in cultural preservation and public engagement. Their mission includes providing timely and relevant information to strengthen communication between citizens and the local government.

However, the findings also indicate lower awareness for activities such as workshops or seminars related to community development, which had a mean score of 2.67. Similarly, local food festivals (mean = 3.84) and lantern-making contests (mean = 3.87) showed comparatively lower levels of awareness. This suggests that students may perceive these activities as less relevant or interesting, or that there is insufficient promotion of these events. Alvarez (2020) notes that a lack of information is a primary barrier to youth engagement in community activities, leading to reduced participation.

Students from St. Theresita's School (STS) Tabuk reported high awareness of sports activities, supported by initiatives such as the Department of Education's Regional Special Program in Sports and Special Program in the Arts (DepEd CAR, 2020). In contrast, lower participation in craft-related events like lantern-making contests may be due to scheduling conflicts with academic responsibilities or limited student interest, as well as inadequate promotion (Wilson, 2009; Setiahati & Lisnani, 2019).

Overall, while students demonstrate high awareness of culturally significant and regularly occurring activities, there is a need to improve the visibility and perceived relevance of other community events to encourage broader engagement.

Table 2. Level of Awareness on the Local Community Activities as to Sex

Sex	Mean	Rank
Male	3.87	2
Female	3.89	1
Total Average Weighted Mean	3.88	

The table shows that the overall average weighted mean for awareness of local community activities among students is 3.88, indicating that both male and female respondents are "much aware" of these activities. Female students reported a slightly higher mean awareness (3.89) compared to their male counterparts (3.87), suggesting that females are more attuned to community events. This higher awareness among female students may be attributed to greater participation in social, health, and cultural activities, as well as more effective communication strategies targeting this group. Research indicates that women are often socialized to be more community-oriented and engaged in social activities from a young age (Germany, 2019).

Germany (2019) also highlights that promoting women's full and effective participation in community activities is a key target under Sustainable Development Goal 5, as women's involvement in local volunteering and decision-making can drive transformative changes in gender relations. In contrast, male students, while still "much aware," may have interests that align more with sports or technical projects, which are less frequently emphasized in community programs (Figueroa Vélez et al., 2021).

Overall, while both groups demonstrate high awareness, female students tend to be more engaged in community-oriented activities, reflecting broader trends in gender roles and interests.

Table 3. Summary of ANOVA as to Level of Awareness on the Local Community Activities along Sex

Sex	Sum of Squares	Df	Mean Square	F-ratio	Sig.
Between Group	0.00568879	2	0.002844	0.987117	3.354131
Within Groups	5.91973647	27	0.2192249		
Total	5.9254226	29			

F (0.05)= 3.354131   Decision: No Significant/Ho Accepted

The computed F-ratio of 0.987 is less than the critical F-value of 3.354 at a 0.05 significance level. This indicates no statistically significant difference in the level of awareness of local community activities between male and female students. Consequently, the null hypothesis which posits no significant differences in awareness levels along sex is not rejected.

These findings align with Balanon's (2015) study, which examined awareness disparities in community engagement topics among senior high school students. While Balanon's work focused on sex education, it similarly highlighted that gender-based differences in awareness are not always statistically significant in community-related contexts.

Table 4. Level of Awareness on the Local Community Activities along School Affiliation

The Total Average Weighted Mean (TAWM) of 3.88 indicates that private senior high school students in Tabuk City are generally "much aware" of local community activities. Among the schools, Tabuk Institute Inc. ranks

highest in awareness with a mean of 3.90, followed by KCST at 3.88. This suggests that both institutions have effective initiatives, communication strategies, and a culture that actively promotes community involvement. Their efforts such as mandatory service hours, partnerships with local organizations, and faculty support contribute to higher student awareness and participation.

STCI and SWA follow closely with means of 3.87 and 3.86, respectively, while ISAP ranks lowest at 3.83. Although all schools fall within the "much aware" category, the slightly lower awareness in SWA and ISAP may be attributed to limited resources and funding, which can hinder their ability to organize and promote community activities effectively. Faculty and staff from these schools have noted that insufficient funding support can directly impact student involvement and awareness of local community initiatives.

Table 5. Summary of ANOVA on the Level of Awareness of Private Senior High School Students on the Local Community Activities in Tabuk City Kalinga as to School Affiliation

School Affiliation	Sum of Squares	Df	Mean Square	F-ratio	Sig.
Between Groups	0.045121	6	0.00752	0.029193	2.23521
Within Groups	17.51673	68	0.257599		
Total	17.56185	74			

F(0.05) = 2.23521   Decision: No Significant Ho/accepted

The table shows that computed F-Ratio is 0.029193 is lesser than the F critical value of 2.23521at 0.05 level of

Strands	Mean	Rank
Humanities in the Social Sciences (HUMSS)	3.87	3
Science and Technology, Engineering and Mathematics (STEM)	3.86	4
Accountancy in Business and Management (ABM)	3.85	5
Industrial Arts (IA)	3.88	2
Technical Vocational Livelihood (TVL)	3.90	1
Total Average Weighted Mean	3.88	

significance. This implies that there no significant differences in the awareness of private students in the local community activities in Tabuk City as to school affiliation. Hence, the null hypothesis which states that there are no significant differences on the awareness of private students

in the local community activities in Tabuk City as to school affiliation is accepted.

Table 6. Level of Awareness of Private Senior High School Students on the Local Community Activities as to Strand

School Affiliation	Mean	Rank
Saint Williams Academy	3.86	4
Saint Tonis College Inc.	3.87	3
International Schools of Asia and the Pacific	3.83	5
Kalinga College of Science and Technology	3.88	2
Tabuk Institute	3.90	1
Total Average Weighted Mean	3.88	

The Total Average Weighted Mean (TAWM) of 3.88 reflects that students across all academic strands are generally "much aware" of local community activities. This high level of awareness is primarily driven by students in the Technical-Vocational-Livelihood (TVL) strand, who rank highest with a mean of 3.90, followed by

Industrial Arts (IA) students at 3.88. Both groups demonstrate strong engagement, likely due to the practical, community-oriented nature of their programs.

This study is anchored in Bandura's Knowledge-Attitude-Practice (KAP) model, which posits that acquiring knowledge leads to the development of positive attitudes and, ultimately, to proactive behaviors (Boone et al., 2007). Applying this model, students with greater awareness and positive attitudes toward community activities are more motivated to participate, reinforcing the importance of targeted outreach and skill-building in educational settings.

The Humanities and Social Sciences (HUMSS) strand follows with a mean of 3.87, also indicating high awareness. In contrast, students in the Science, Technology, Engineering, and Mathematics (STEM) and Accountancy, Business, and Management (ABM) strands report slightly lower means of 3.86 and 3.85, respectively.

While these scores still indicate that students are "much aware," interviews and survey responses suggest that STEM and ABM students may prioritize academic and technical pursuits over community involvement, contributing to their relatively lower awareness.

These findings are supported by Blotnicky et al. (2018), who found that students with strong self-efficacy in STEM fields are more likely to focus on related careers, sometimes at the expense of broader community engagement. Similarly, Finegold, Stagg, and Hutchinson (2011) note that teachers who integrate career preparation into their teaching foster greater participation in STEM activities, but this may not always extend to community-based initiatives.

Overall, while awareness is high across all strands, differences in priorities and program orientation influence the extent of student engagement in local community activities.

Table 7. Level of Awareness of Private Senior High School Students on the Local Community Activities in Tabuk City Kalinga as to Strands

Strands	Sum of Squares	Df	Mean Square	F-ratio	Sig.
Between Groups	0.036849962	4	0.009212	0.061325	2.502656
Within Groups	10.51570343	70	0.150224		
Total	10.55255339	74			

F (0.05) =2.502656   Decision: Significant Ho/Rejected

The computed F-ratio of 0.061 is less than the critical F-value of 2.503 at a 0.05 significance level. This indicates no statistically significant differences in awareness of local community activities among students across academic strands. Consequently, the null hypothesis which posits significant differences in awareness levels by strand is not rejected.

These findings align with Capulso's (2015) study, which used ANOVA to evaluate awareness levels of Supreme Student Government programs across different strands in senior high schools. While Capulso's work identified variations in engagement, it similarly found that awareness levels often do not differ significantly by academic track.

Extent of Engagement of Private Senior High School Students in Local Community Activities

Table 8. Extent of Engagement of Private Senior High School Students in Local Community Activities

Indicators	Mean
1. I joined Face-to-face meetings in the local community activities.	4.03
2. I am informed on the activities through newsletters, posters in public places, letters and flyers.	4.03
3. I can gather information regarding community and extension activities via press releases for local radio and television	4.01
4. Advertisements, notifications or articles in local newspaper	4.P02
5. I am fully updated on the content of online activities posted through Website.	4.06
6. I joined in the Focus group discussions regarding activities	3.95
7. Workshops and action planning regarding activities	4.04
8. I distribute campaign materials.	4.04
9. I attend health workshops where students learn about nutrition, hygiene, and mental health.	4.04
10. I help organize an annual art exhibition showcasing creativity.	3.95
11. I display my artwork during	3.98
12. Open-house events.	
13. I attend occasional gatherings	4.02

14. I am a volunteer to organize community events or workshops	4.06
Total Average Weighted Mean	4.01

Table 12 shows that the total average weighted mean (TAWM) for student engagement in local community activities is 4.01, indicating that private senior high school students are "much engaged." This high level of engagement suggests strong community involvement, which fosters a sense of responsibility and active participation among students. Reyes (2018) supports these findings, emphasizing the positive impact of community engagement on students' personal and social development.

Notably, students reported the highest engagement in staying updated with online activities posted on school websites (mean = 4.05) and volunteering to organize community events or workshops (mean = 4.05). These results highlight the effectiveness of schools' online communication strategies and the strong culture of student leadership. Regular updates on school websites and social media platforms keep students informed and facilitate their participation (Chittum et al., 2022; Stribbell, 2014). When students are involved in organizing events that align with their interests and values, their engagement is further enhanced.

High engagement was also observed in attending health workshops on nutrition, hygiene, and mental health (mean = 4.04), reflecting the relevance of these activities to students' well-being. Effective promotion and communication not only increase participation but also strengthen the school's image and foster a vibrant educational environment.

The lowest engagement scores were found in distributing campaign materials (mean = 3.89), joining focus group discussions (mean = 3.95), and helping organize annual art exhibitions (mean = 3.95). While students remain "much engaged" in these activities, the slightly lower means suggest areas for potential improvement in participation.

Hope (2022) notes that today's youth often seek involvement outside traditional organizations, and levels of engagement can vary widely (Sebastian, 2013). Tson et al. (2021) further argue that adult support and guidance are crucial for maximizing youth engagement and helping young people realize their full potential.

Table 9. Extent Engagement of Private Senior High School Students in the Local Community Activities along Sex

Sex	Mean	Rank
Male	3.99	2
Female	4.01	1
Total Average Weighted Mean	4.01	

The Total Average Weighted Mean (TAWM) of 4.01 indicates a high level of engagement in local community activities among private senior high school students across sex groups, showing that students are generally "much engaged." Female students ranked first with a mean of 4.01, suggesting they are more actively involved in community activities compared to their male counterparts, who scored a mean of 3.99. This higher engagement among females may be attributed to effective communication, strong social connections, and participation in specific programs.

These findings are supported by Rubel et al. (2024), who established a link between the empowerment of female students and their participation in voluntary activities. Similarly, Kope and Arellano (2016) found that confident and motivated female students in Bangladesh enjoy greater freedom in decision-making within volunteer organizations, fostering their active involvement. Buisson, Clement, and Leder (2022) further emphasize that active participation in organizing events and decision-making helps female students develop leadership skills, self-identity, and a stronger voice.

A related study involving thirteen community extension program volunteers from Batangas State University Rosario, Philippines, including seven females and six males, revealed that participants developed social skills, built relationships with community stakeholders, and enhanced their leadership abilities through university-community engagement. This engagement fosters confidence and the capacity to effect positive change in both personal and community contexts.

Male students, while also "much engaged," tend to perceive community activities as less relevant to their personal interests and academic goals. They often prioritize activities that align more directly with their future careers or personal development. Asio et al. (2023) note that students' involvement in community service is influenced by their personal interests and the perceived relevance of activities to their career aspirations.

Table 10. Summary of ANOVA on the Level of Engagement of Private Senior High School Students in the Local Community Activities as to Sex

Sex	Sum of Squares	Df	Mean Square	F-ratio	Sig.
Between Groups	0.00270171	2	0.016093	0.016093	3.422132
Within Groups	1.93063468	23	0.08394064		
Total	1.93333639	25			

F (0.05)=3.422132   Decision: No Significant Ho/Accepted

The computed F-ratio of 0.016 is less than the critical F-value of 3.422 at a 0.05 significance level. This indicates no statistically significant difference in the level of engagement in local community activities between male and female students. Consequently, the null hypothesis which posits no significant differences in engagement levels by sex is not rejected**.**

The Total Average Weighted Mean (TAWM) of 4.00 confirms that students across both groups are "much engaged" in local community activities. These findings align with guidelines for interpreting ANOVA results, where a lower F-ratio relative to the critical value signifies no meaningful group differences (Statology, 2021).

Table 11. Level of Engagement of Private Senior High School Students in the Local Community Activities as to School Affiliation

School Affiliation	Mean	Rank
Saint Williams Academy	3.98	4
Saint Tonis College Inc.	3.99	3
International School of Asia and the Pacific	3.96	5
Kalinga College of Science and Technology	4.01	2
Tabuk Institute	4.03	1
Total Average Weighted Mean	4.01	

The Total Average Weighted Mean (TAWM) of 4.01 indicates a moderate level of engagement in local community activities across all school affiliations. Students from Tabuk Institute Inc. exhibit the highest engagement with a mean of 4.03, likely due to strong institutional support, active student organizations, and a culture that encourages community participation. KCST

follows closely with a mean of 4.01, while STCI, SWA, and ISAP have means of 3.99, 3.98, and 3.96, respectively. The relatively lower engagement at SWA and ISAP may be attributed to fewer active student organizations, which can hinder student involvement.

These findings align with Govender (2024), who highlights the positive impact of institutional support and student organizations on engagement in community activities. Cannata (2016) further emphasizes the complexity of student behavioral engagement, noting that engagement varies by context and is influenced more by interactions with teachers and peers than by peer interaction alone.

Table 12. Summary of ANOVA on the Level of Engagement of Private Senior High School Students in the Local Community Activities as to School Affiliation

School Affiliation	Sum of Squares	Df	Mean Square	F-ratio	Sig.
Between Groups	0.42308	4	0.010577	0.041127	2.52521510
Within Groups	15.43044	60	0.257174		
Total	15.47275	64			

F(0.05)= 2.52521510 Decision: No Significant Ho/Accepted

The computed F-ratio of 0.041 is less than the critical F-value of 2.525 at a 0.05 significance level**,** indicating no statistically significant differences in engagement levels across private school affiliations. This means the null hypothesis which posits no differences in engagement between schools is not rejected**.**

The minimal between-group variance (differences *between* schools) compared to within-group variance (differences *within* schools) suggests that engagement levels are relatively consistent across institutions. While slight variations exist (e.g., Tabuk Institute Inc. at 4.03 vs. ISAP at 3.96), these differences are not statistically meaningful.

This aligns with Statology's explanation of ANOVA, where a low F-ratio signals that group differences are negligible relative to individual variability within groups (Statology, 2021).

Table 13. Level of Engagement of Private Senior High School Students in the Local Community Activities as to Strand

Strands	Mean	Rank
Humanities in the Social Sciences (HUMSS)	4.00	3

Science, Technology, Engineering, and Mathematics (STEM)	4.01	2
Accounting and Business Management (ABM)	3.98	5
Industrial Arts (IA)	3.99	4
Technology and Vocational Livelihood (TVL)	4.03	1
Total Average Weighted Mean	4.01	

The Total Average Weighted Mean (TAWM) of 4.00 indicates that students across all academic strands are "much engaged" in local community activities. Technical-Vocational-Livelihood (TVL) students rank highest in engagement (mean = 4.03), likely due to the practical, community-oriented nature of their curriculum, which allows them to apply workforce-ready skills in real-world settings. STEM students follow closely (mean = 4.01), benefiting from strong community partnerships that provide opportunities for meaningful project-based engagement (Diezmann, 2016).

Humanities and Social Sciences (HUMSS) and Industrial Arts (IA) students also show high engagement (means = 4.00 and 3.99, respectively). In contrast, Accountancy, Business, and Management (ABM) students rank lowest (mean = 3.98), though still "much engaged." This slightly lower engagement may stem from the demanding academic workload of ABM programs, which can limit time for extracurricular involvement (Unciano, 2019).

These findings highlight how curriculum design, community partnerships, and academic priorities shape students' engagement levels in local activities.

Table 14. Summary of ANOVA on the Extent of Engagement of Private Senior High School Students in the Local Community Activities as to Strand

Strands	Sum of Squares	Df	Mean of Square	F-ratio	Sig.
Between Groups	0.021827577	4	0.00546	0.0216	2.525215
Within Groups	15.16013529	60	0.025267		
Total	15.18196287	64			

F (0.05) =2.525215   Decision: No Significant Ho/Accepted

The computed F-ratio of 0.0216 is less than the critical F-value of 2.525 at a 0.05 significance level, indicating no statistically significant differences in engagement levels across academic strands. This means the null hypothesis which posits no differences in engagement between strands is not rejected.

The minimal between-group variance (differences between strands) compared to within-group variance (differences within strands) suggests that engagement levels in local community activities are consistent across all academic tracks. While slight variations exist (e.g., TVL at 4.03 vs. ABM at 3.98), these differences are not statistically meaningful.

These findings align with Pagano's (2018) principles of statistical analysis, which emphasize that an F-ratio smaller than the critical value reflects insufficient evidence to reject the null hypothesis.

<u>Factors Affecting the Level of Engagement of Private Senior High School Students in Local Community Activities</u>

Table 15. Extent of Factors Affecting the Level of Engagement of Private Senior High School Students in the Local Community Activities in Tabuk City, Kalinga

Factors	Mean
1. I can't join the activities due to natural disaster (e.g., typhoon, flood, or earthquake).	3.34
2. I don't have access to necessary resources (e.g., internet, transportation) for participating in community events.	3.44
3. My Parents don't allow me to participate due to financial problem.	3.32
4. I am not able to attend because of the academic demands (homework, exams) that hinder my participation in community projects.	3.39
5. I cannot manage my time between academics and community service.	3.44
6. My parents or guardians are not supportive	3.38
7. Religious restricts my participation in community activities.	2.95
8. I am not interested of participating in community activities.	3.39
9. I do not receive invitations in participating in the community activities.	3.40
10. I have no self-confidence to participate in community activities.	3.23
11. I have inconvenient schedules (e.g., weekends, evening).	3.32
12. My friends influence my decision to participate in community activities	3.35
13. I cannot join because of the location of the community activities	3.19
14. I have unhealthy conditions	3.06
Total Average Weighted Mean	3.30

The Total Average Weighted Mean (TAWM) of 3.30 indicates that factors affecting the engagement of private senior high school students in Tabuk City's local community activities are "moderately affecting" participation. Key barriers include lack of access to resources (e.g., internet, transportation; mean = 3.44), difficulty balancing academics and community service (mean = 3.44), and not receiving invitations to participate (mean = 3.44). These factors reveal a "much affected" impact on engagement, highlighting systemic challenges such as inadequate infrastructure and time constraints (Navarro, 2019; Fredericks & Eccles, 2006).

Lower-impact factors include unhealthy conditions (mean = 3.36) and inconvenient activity locations (mean = 3.19). Transportation barriers, as observed at St. Theresita's School (STS), further limit participation due to the unavailability of affordable or reliable options (Lopez, 2017; Agustin, 2022). Financial constraints associated with commuting also disproportionately affect low-income students (Garcia, 2018).

Religious restrictions (mean = 2.95) and cultural norms particularly for girls emerge as moderate barriers. Conservative views on appropriate youth roles and competing religious obligations often prioritize faith-based activities over secular community engagement (Reyes, 2021; Santos, 2020; Valdez, 2022).

These findings align with Nguyen et al. (2016), who emphasize the role of resource access and peer interactions in shaping engagement, and Karunakaran (2019), who underscores the importance of activity accessibility. Addressing these challenges requires targeted interventions, such as improving transportation, streamlining academic-community balance, and fostering inclusive program design.

Table 16. Factors Affecting the Level of Engagement of Private Senior High School Students in the Local Community Activities in Tabuk City, Kalinga as to Sex

Sex	Mean	Rank
Male	3.33	1
Female	3.31	2
Total Average Weighted Mean	3.30	

The Total Average Weighted Mean (TAWM) of 3.30 indicates that factors affecting engagement in local community activities "moderately impact" both male and female students. Male students report a slightly higher mean of 3.33, while females follow closely with 3.30, suggesting that gender differences in perceived barriers are minimal. Both groups face comparable challenges, though societal expectations and cultural norms may subtly shape their experiences. For instance, males are often encouraged to participate in community activities due to traditional gender roles, which can increase their exposure to engagement barriers (Cannata & Miller, 2016).

Peer influence also plays a critical role, particularly for male students, who may receive stronger social encouragement to engage in community initiatives (Ryan, 2001). However, the narrow gap between male and female means underscores that factors such as resource access,

time constraints, and institutional support similarly affect all students, regardless of gender.

Table 17. Summary of ANOVA on the Factors Affecting the Level of Engagement of Private Senior High School Students in the Local Community Activities along Sex

Sex	Sum of Squares	Df	Mean of Squares	F-ratio	Sig.
Between Groups	0.0986894	2	004.93447	0.983698	3.38519
Within Groups	7.50068085	25	0.30002723		
Total	7.51054978	27			

F(0.05)= 3.38519   Decision: Significant/Rejected

The table shows the computed F-ratio of 0.983698 is higher than the F-crit value of 3.38519 at the typical 0.05 level of significance.

This means that there are significant differences on the extent of factors affecting the level of engagement of private senior high school students in the local community activities when group as to sex. The null hypothesis which states that there are significant differences on the extent of factors affecting the level of engagement of private senior high school students in the local community activities is rejected.

Table 18. Level of Engagement of Private Senior High School in the Local Community Activities in Tabuk City as to School Affiliation

School Affiliation	Mean	Rank
Saint Williams Academy	3.27	5
Saint Tonis College Inc.	3.30	3
International School of Asia and the Pacific	3.28	4
Kalinga Colleges of Science and Technology	3.31	2
Tabuk Institute	3.33	1
Total Average Weighted Mean	3.30	

The Total Average Weighted Mean (TAWM) of 3.30 indicates that factors affecting student engagement in local community activities moderately impact private senior high school students in Tabuk City. Among schools, Tabuk Institute (TI) ranks highest (mean = 3.33), reflecting the most pronounced challenges, followed by Kalinga Colleges of Science and Technology (KCST) (mean = 3.31). These findings align with Li and Xue's (2023) emphasis on the critical role of teacher-student relationships, positive teacher behavior, and environmental support in fostering engagement. Similarly, Delfino (2019) underscores institutional and interpersonal dynamics as key factors influencing engagement levels.

St. Tonis College, Inc. (STCI) (mean = 3.30), International School of Asia and the Pacific (ISAP) (mean = 3.28), and St. William's Academy (SWA) (mean = 3.27) exhibit relatively lower barriers to engagement. While still moderately affected, these schools face fewer systemic challenges compared to TI and KCST. Belete (2024) reinforces the interconnectedness of academic and community engagement, highlighting the importance of teacher-student rapport, peer interactions, and institutional support in sustaining participation.

Addressing these factors particularly through enhanced resource allocation, mentorship programs, and inclusive activity design could mitigate barriers and improve student engagement across all institutions.

Table 19. Summary of ANOVA on the Factors Affecting the Level of Engagement of Private Senior High School Activities in the Local Community Activities

School Affiliation	Sum of Squares	Df	Mean Square	F-ratio	Sig.
Between Groups	0.033021	4	0.005255	0.981895	2.5130
Within Groups	5.336857	65	0.052105		
Total	5.369879	69			

F(0.05)= 2.5130   Decision: Not Significant/Ho Accepted

The computed F-ratio of 0.982 is less than the critical F-value of 2.513 at a 0.05 significance level, indicating no statistically significant differences in how factors affect

engagement levels across private schools in Tabuk City. Consequently, the null hypothesis which posits no

differences in perceived barriers by school affiliation is not rejected**.**

This suggests that challenges such as resource access, time constraints, and institutional support similarly impact students across all schools, regardless of affiliation. These findings align with Bamber et al. (2010), who emphasize that community development programs often achieve sustainability when designed with active participation, fostering consistent engagement practices across institutions.

Ceptureanu et al. (2018) further note that unsustainable programs risk unmet expectations, undermining community development. To mitigate this, Wasilwa (2015) advocates for open, participatory frameworks that empower communities to shape and sustain initiatives. Such inclusivity builds local capacity, enabling effective program monitoring and evaluation—a principle echoed by Onono (2017) and the UNDP (2013), who stress that meaningful participation in decision-making is critical for human development.

In Tabuk City, the uniformity in perceived barriers across schools may reflect broader systemic challenges (e.g., transportation, funding) that transcend institutional boundaries, necessitating community-wide solutions rather than school-specific interventions.

Table 20. Factors affecting the Level of Engagement of Private Senior High School Students in the Local

Strand	Mean	Rank
1. Humanities in the Social Sciences	3.30	4
2. Science, Technology, Engineering and Mathematics	3.33	1
3. Accountancy, Business and Management	3.28	5
4. Industrial Arts	3.30	3
5. Technical and Vocational Livelihood	3.31	2
Total Average Weighted Mean	3.30	

Community Activities in the Private Schools as to Strand

The table reveals a Total Average Weighted Mean (TAWM) of 3.30, indicating that factors moderately affect the engagement levels of private senior high school students in local community activities across academic strands in Tabuk City. STEM students rank highest with a mean of 3.32, suggesting they effectively navigate barriers to engagement, followed closely by Industrial Arts (IA) at

3.30, Humanities and Social Sciences (HUMSS) at 3.30, and Accountancy, Business, and Management (ABM) at 3.28.

STEM and Technical-Vocational-Livelihood (TVL) strands, which rank highest in factors affecting engagement, may benefit from better resources, facilities, and support systems that foster student involvement. Darantinao (2023) emphasizes the importance of a supportive learning environment, including teacher competency, monitoring, coaching, and school-based support, in enhancing student engagement and academic performance. Peer influence also plays a significant role; Legaspino (2020) found that peers impact students' academic behaviors and outcomes, with positive peer groups encouraging engagement.

Conversely, HUMSS and ABM strands rank lower in factors affecting engagement. Bernardino et al. (2020) highlight motivation as a key driver of academic success, creativity, and persistence. Lower motivation and engagement in these strands may negatively affect students' academic performance and personal development.

Table 21. Summary of the ANOVA on the Factors Affecting the Level of Engagement of Private Senior High School Students in Tabuk City as to Strand

Strand	Sum of Squares	Df	Mean Square	F-ratio	Sig.
Between Groups	0.0203 80021	4	0.0051	0.009	2.5130 40
Within Groups	33.757 04215	65	0.5194 34		
Total	33.777 42218	69			

F(0.05)= 2.513040   Decision: No Significant/Ho Accepted

The calculated F-ratio of 0.009 is less than the critical F-value of 2.513 at the 0.05 significance level, indicating no statistically significant differences in the factors affecting engagement levels across educational strands. Therefore, the null hypothesis which posits no significant differences in these factors by academic strand is not rejected**.**

This finding suggests that challenges such as resource availability, time constraints, and institutional support similarly impact students across all strands. These systemic barriers align with Kisango's (2016) research, which identified inadequate funding as a critical factor limiting student participation in co-curricular activities. Similarly, Jeruto and Kiprop (2011) observed that

superficial student involvement in school policies often fails to translate into meaningful engagement, reflecting broader institutional gaps in fostering participatory environments.

V. SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

Summary of Findings

The findings of this study reveal that private senior high school students in Tabuk City, Kalinga are generally "much aware" of local community activities, with a total average weighted mean (TAWM) of 3.881. Students demonstrated the highest awareness of culturally significant and regularly occurring events such as Barangay Fiestas and tree-planting drives, reflecting the strong influence of local traditions and community identity. Female students showed slightly higher awareness than males, likely due to greater participation in social and cultural activities, although statistical analysis indicated no significant difference in awareness by sex. Across different schools and academic strands, awareness levels remained consistently high, with only minor variations attributed to factors such as school resources and program orientation. Technical-Vocational-Livelihood (TVL) and Industrial Arts (IA) students exhibited the highest awareness, possibly due to the practical and community-oriented nature of their curricula.

In terms of engagement, students were found to be "much engaged" in local community activities, as indicated by a TAWM of 4.011. Engagement was particularly strong in activities promoted through effective online communication and those that fostered student leadership, such as organizing events and participating in health workshops. Female students again ranked slightly higher in engagement, supported by research linking empowerment and social support to greater participation. However, statistical tests showed no significant differences in engagement levels by sex, school affiliation, or academic strand, suggesting that engagement is broadly consistent across groups. Slightly lower engagement was observed in activities such as distributing campaign materials and joining focus group discussions, highlighting potential areas for improvement.

Despite high awareness and engagement, several factors moderately affect student participation, with a TAWM of 3.30 for factors impacting engagement1. Key barriers include lack of access to resources (such as internet and transportation), difficulty balancing academics and community service, and not receiving invitations to participate. These challenges are consistent across sex, school affiliation, and academic strand, indicating systemic

issues rather than group-specific barriers. Peer influence, institutional support, and motivation were also identified as important factors shaping engagement, with supportive environments and positive peer groups fostering greater participation. Conversely, religious and cultural norms, as well as logistical issues like transportation and scheduling, were found to limit involvement for some students.

Overall, the study underscores the importance of cultural traditions, effective communication, and supportive school environments in promoting youth engagement in community activities. At the same time, it highlights the need for targeted interventions to address persistent barriers and ensure that all students have equitable opportunities to participate in and benefit from local community initiatives.

Conclusions

Based on the findings, it can be concluded that private senior high school students in Tabuk City, Kalinga demonstrate a high level of awareness and engagement in local community activities, particularly in culturally significant events such as Barangay Fiestas and environmental campaigns. This widespread awareness and participation are consistent across sex, school affiliation, and academic strand, with only minor variations attributed to specific program orientations and resource availability. Female students tend to show slightly higher awareness and engagement, though these differences are not statistically significant.

Engagement is particularly strong in activities that are effectively communicated and aligned with student interests, such as those promoted through online platforms and those fostering student leadership. However, participation is somewhat lower in less-publicized or logistically challenging activities, indicating areas where schools and community organizers could improve outreach and support.

Despite these positive findings, several systemic barriers moderately affect student engagement. Key challenges include limited access to resources (such as transportation and internet), balancing academic responsibilities with community involvement, and a lack of invitations or information about available activities. These barriers are consistent across demographic groups, highlighting the need for more inclusive and supportive strategies to ensure equitable participation. Peer influence, institutional support, and motivation play important roles in shaping engagement, while cultural and religious norms, as well as logistical constraints, continue to limit involvement for some students.

Overall, the study underscores the value of strong cultural traditions, effective communication, and supportive school

environments in promoting youth participation in community activities. At the same time, it emphasizes the necessity of targeted interventions to address persistent barriers, ensuring that all students have the opportunity to engage meaningfully in and benefit from local community initiatives.

Recommendations

By implementing these recommendations, schools and community leaders in Tabuk City, Kalinga can further boost student awareness, motivation, and engagement in local community activities, ensuring inclusive and meaningful participation for all. It is recommended that:

1. Schools and community organizers use multiple channels including social media, newsletters, emails, and bulletin boards—to actively promote a wider range of community activities, especially those with lower awareness such as workshops and creative contests. Encourage students to share digital content to expand reach across all academic strands.

2. Link participation in community activities and distribution of information materials to academic projects or community service requirements. This integration will help make activities more relevant, particularly for students who prioritize academics.

3. Involve students directly in planning and organizing community events to foster ownership and responsibility. Establish student ambassador programs to connect organizers and the student body.

4. Provide training in communication, event organization, and campaign promotion, along with mentorship and peer support, especially for groups with lower engagement.

5. Develop schedules that balance academic, community, and personal activities, and ensure access to Wi-Fi and information resources to support participation outside school hours.

6. Strengthen institutional support and student organizations to sustain engagement, and ensure equal opportunities for all students by addressing barriers and providing targeted support.

7. Regularly document and share successful projects and strategies to inspire broader participation and continuous improvement.

8. Use these recommendations as a reference for future research and program development to sustain and expand student engagement in community activities.

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