Understanding Group Dynamics and Task Behaviors:
A Process Observation Analysis of Youth Engagement in Civic Development

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Abstract
The research focused on the Sangguniang Kabataan (SK) and Katipunan ng Kabataan (KK) in the Philippines, two youth organizations promoting community development in Rizal province. The study used process observation analysis to examine how task behaviors contributed to achieving discussion goals. Key behaviors observed during youth meetings included initiating, seeking information, giving opinions, clarifying, elaborating, summarizing, and testing for consensus. These behaviors were assessed to understand group dynamics as they developed community work plans—qualitative observational methods evaluated youth leaders' participation levels, revealing individual engagement differences. The analysis also included frequency counts of each behavior, identifying factors influencing discussions and youth activities. The study concluded that understanding task behaviors is crucial for enhancing civic education and youth engagement. By analyzing participation dynamics, the research suggests that fostering awareness of these behaviors can promote broader youth involvement in decision-making processes.

Keywords: leadership, management, process observation, task behaviors, youth

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Introduction

The youth in the Philippines play a crucial role in nation-building, with efforts focused on enhancing their participation, leadership, and influence in governance. A key platform for youth engagement is the Sangguniang Kabataan (SK), established as "Kabataang Barangay" under Presidential Decree No. 648 during Ferdinand Marcos Sr.'s presidency. To address inefficiencies and concerns about SK officials, the Sangguniang Kabataan Reform Act of 2016 (Republic Act No. 10742) was enacted, defining the roles and powers of SK officials to promote transparent governance (Erlina et al., 2022). Flores et al. (2022) state that youth involvement in social, economic, and political life is essential for fostering an inclusive democracy, as the Philippine Constitution recognizes. Youth in the Philippines engage politically through voting, joining political parties, activism, and utilizing social media. Each barangay is mandated to have a Katipunan ng Kabataan (KK), consisting of residents aged 15 to 30 registered with the Commission on Elections (COMELEC).

The participants in this assembly include KK officers from seven sub-villages in Sta. Cruz, Antipolo City, led by the SK officers. A meeting was scheduled three weeks after profiling KK youth members, serving as a data source for future programs. This meeting was a courtesy call from SK officers to newly elected KK youth officers, fostering mutual introduction and engagement. Additionally, the meeting briefed participants on the upcoming KK assembly, designed to train future youth leaders and raise awareness about the SK system, including the Local Youth Development Plan (LYDP) and other related programs. The purpose of this study is to analyze the productivity of the meeting and observe participant behaviors during discussions. By conducting process observation analysis, the study aims to gather information about the meeting's processes and identify potential issues that could affect its effectiveness.

Literature Review

Youth involvement in local government and community activities is vital for civic development. Organizations like the Sangguniang Kabataan (SK) and Katipunan ng Kabataan (KK) in the Philippines create platforms for young people to take on leadership roles and engage in governance. These groups aim to develop youth leaders who address community needs and contribute to nation-building. This study focuses on the behaviors and dynamics influencing youth engagement in Barangay Sta. Cruz, Antipolo City, Rizal.

Research emphasizes the importance of effective group dynamics in achieving organizational goals. Candelaria et al. (2019) noted that task behavior is crucial for helping group members reach objectives and that insufficient participation can hinder performance. This study analyzes task behaviors—such as initiating discussions, seeking information, and clarifying points—during SK and KK meetings. Effective execution of these behaviors enhances group engagement and success. Alvi and Rana (2019) found that unclear goals often lead to ineffective leadership behaviors, resulting in disorganized activities. This research investigates how giving opinions and summarizing can clarify objectives, impacting the success of youth assemblies.

Hooda (2024) linked youth civic engagement to the "5 Cs"—confidence, competence, connection, compassion, and character—highlighting their role in enhancing youth leadership. Wang and FitzGerald (2024) showed that behavioral indicators of task engagement, while not consistently predictive of outcomes, are essential signals of

participation. Seeking information and elaborating on ideas demonstrate how youth leaders engage in decision-making, aligning with this study's focus on measuring and improving task behaviors.

Wray-Lake and Abrams (2020) emphasized the positive impact of youth involvement on community vitality through the Positive Youth Development (PYD) framework, noting that ecological assets—resources and support systems—enhance civic engagement. This supports the study's focus on observing youth behaviors in structured meetings to boost participation. Rala et al. (2019) also highlighted task behavior as critical for achieving group objectives and managing discussions. Their work suggests that summarizing and consensus-testing improve organizational performance, which this study examines in youth assemblies. Peterson (2020) emphasized youth organizing as a means for young people to address societal issues, aligning with the focus on youth leaders' participation in decision-making. Palagnyuk et al. (2024) underscored the importance of youth participation in public affairs and policy formation. Brady et al. (2020) noted that encouraging youth participation fosters individual development and strengthens their roles as future citizens, reflected in the study's findings that task behaviors promote productive youth leadership.

Wierzbik-Strońska (2020) highlighted youth leadership's significance in political decision-making, especially in rural areas, where effective leadership drives progress. Fatoki (2024) argued that youth enthusiasm and potential contributions fuel their involvement in civil society. Fiorani et al. (2024) concluded that positive youth development is essential for sustainable civic development, advocating for frameworks that ensure meaningful participation. This aligns with the study's aim to analyze how task behaviors deepen engagement in governance, preparing young leaders for lasting contributions.

Methodology

This study employed a descriptive and observational research design to explore youth engagement and task behaviors in the Sangguniang Kabataan (SK) and Katipunan ng Kabataan (KK) organizations. Descriptive research aims to capture and illustrate individuals, events, or conditions as they naturally occur without manipulating variables (Siedlecki, 2020). In this design, the focus is on observing and documenting the characteristics or behaviors of a specific group in its natural setting, allowing the researcher to understand the participants' actions and interactions. While descriptive research can explore multiple variables, it excels at examining a single variable in-depth, making it ideal for understanding the dynamics of youth leadership and engagement in community activities.

Research Design

Observational research is a variety of non-experimental study designs in which behavior is methodically observed and documented. Describing a variable or group of variables is the aim of observational research. More broadly, the objective is to capture a moment of particular traits of a person, group, or environment (Price et al., 2022). The researchers analyzed the flow of the meeting, participant engagement, and factors that influenced the productivity of the discussions. Primary data, collected through direct observations, interviews, and questionnaires, and secondary data, sourced from journals, articles, and research papers, were utilized to comprehensively understand the group dynamics and task behaviors. The researchers analyzed the flow of the meeting, participant engagement, and how it was conducted, identifying factors influencing its productivity. The study relied on

both primary and secondary data sources. Primary data were collected through observations, interviews, and questionnaires, while secondary data were sourced from journals, articles, research papers, and online materials.

Theoretical Framework

Constructivism emphasizes that learners create meaning through active involvement with their environments, such as engaging in experiments and addressing real-world challenges. Knowledge is constructed through experiences and interactions (McLeod, 2024). Active participation in meetings, discussions, and problem-solving tasks reflects this principle. Literature on youth engagement supports this approach. Candelaria et al. (2019) highlighted the importance of task behaviors for achieving group objectives, noting that insufficient participation can hinder progress. This aligns with the constructivist view that learning is most effective when participants are actively engaged. Alvi and Rana (2019) emphasized that clear goals and well-defined tasks are critical for effective leadership. These insights reflect the study's focus on how behaviors like clarifying points and summarizing help structure discussions and guide youth groups toward successful outcomes.
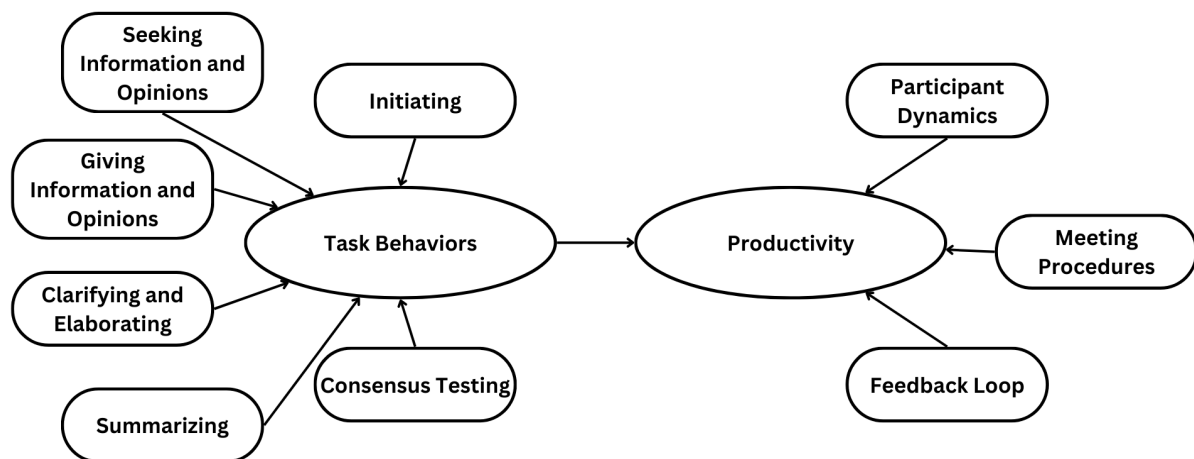
Participant dynamics, meeting procedures, and feedback loops significantly influence productivity and align with constructivism. A positive group dynamic and well-structured meeting procedures create an environment where learning can thrive. Hooda (2024) and Wray-Lake and Abrams (2020) underscored how youth civic engagement through active participation supports leadership development. Hooda's "5 Cs"—confidence, competence, connection, compassion, and character—are fostered through engagement, echoing constructivist principles.

Wang and FitzGerald (2024) demonstrated that task behaviors, such as seeking information and elaborating on ideas, are crucial for engagement. These behaviors indicate participation and contribute to achieving group goals, as seen in SK and KK meetings. Rala et al. (2019) and Peterson (2020) further supported the significance of task behaviors like summarizing and consensus-building for group success. These actions foster understanding and collective decision-making, essential in youth leadership. The study aligns with Peterson's view that youth organizing provides platforms for young people to engage with societal issues, linking task behaviors to meaningful civic participation. Brady et al. (2020) noted that active youth involvement in community activities strengthens their roles as future citizens, highlighting the broader impact of these behaviors. The Constructivist Learning Theory illustrates how youth leaders in the Philippines engage in task behaviors to build knowledge, develop leadership skills, and contribute to civic development. Meaningful participation in group activities and decision-making processes exemplifies this theory's emphasis on learning through active engagement and real-world experiences.

Conceptual Framework

The variables in the study are task behaviors and productivity. Task behaviors such as Initiating, Seeking Information and Opinions, Giving Information and Opinions, Clarifying and Elaborating, Summarizing, and Consensus Testing measure participants' actions to facilitate communication and decision-making.

Figure 1: Conceptual Framework

These behaviors have a direct impact on the productivity of the meeting, which refers to the achievement of the group's goals. Productivity is influenced by factors such as Participant Dynamics, Meeting Procedures, and the Feedback Loop. The study emphasizes the interconnectedness of these elements, showing that effective task behaviors, positive group dynamics, structured meeting procedures, and timely feedback contribute to higher productivity and more successful group outcomes. Therefore, although common rationality is a significant asset for an organization, a manager who wants to use it to increase productivity must activate it through collective decision-making (Mirbagheri et al., 2023).

Measures

The researchers used frequency distribution to analyze six task behaviors: initiating, seeking information and opinions, giving information and opinions, clarifying and elaborating, summarizing, and consensus testing. Initiating behaviors include proposing tasks, defining problems, and suggesting solutions (Candelaria et al., 2019). Seeking information and opinions involves asking for clarification, gathering relevant information, and sharing opinions. Giving information and opinions focuses on providing details and perspectives, such as offering facts and suggestions. Clarifying and elaborating includes interpreting concepts, clearing confusion, and identifying alternatives. Summarizing consolidates ideas, aids decision-making, and challenges suggestions, while consensus testing involves assessing group decisions and evaluating conclusions. The study by Rala et al. (2019) supports this framework by highlighting the importance of task behavior in group processes.

Participants

The participants in this assembly are Katipunan ng Kabataan (KK) officers from seven different sub-villages within Sta. Cruz village in Antipolo City, Rizal in the Philippines. The Sangguniang Kabataan (SK) officers, a community council representing the youth in the barangay above, led the first batch of the courtesy call and assembly briefing for the KK officers.

Table 1: General Information About the Group Composition

No.	Group Member	Particulars			
		Gender	Age	Designation as KK and SK Officers	Residential Locations (Sitios)
1	Kent Christian Masula	Male	19	SK Chairman	Villa Leyva 2
2	Romnick Estorba	Male	21	SK Secretary	Upper Lucban
3	Antonio Hilanga Jr.	Male	21	SK Treasurer	Upper Manalite 1 Phase 2
4	Shane Jhemiles Allata	Female	21	SK Member	Upper Manalite 1 Phase 2
5	Flounee Castillo	Female	23	SK Member	Upper Manalite 1 Phase 2
6	Rizza Mae Cruz	Female	22	SK Member	Upper Sto. Niño
7	Jacob Gonzales	Male	22	SK Member	Cacalog
8	Abdiel Anchieta	Male	23	KK President	Leyva 1
9	Rogelio Abrigonda	Male	25	KK Vice President	Leyva 1
10	Angel Latido	Female	18	KK Vice PResident	Manalite Phase 4
11	Carlo Latido	Male	17	KK Member	Manalite Phase 4
12	Coleen Vinoya	Female	17	KK Member	Manalite Phase 4
13	Margier Laminero	Female	21	KK President	Monolith
14	John Carlo Mahilum	Male	21	KK Vice President	Monolith

15	Jenyrose Mahilum	Female	16	KK Treasurer	Monolith
16	Michelle Asinero	Female	16	KK Member	Sampaguita
17	Jasfer Catillo	Male	16	KK Member	Sampaguita
18	Leni Rose Malaca	Female	16	KK Member	Sampaguita
19	Eunice Roqales	Female	14	KK Member	Sampaguita
20	Julianna Mosatalla	Female	20	KK Secretary	Señora Dela Paz
21	Jacob Vince Archi	Male	19	KK Member	Señora Dela Paz
22	Bea Bianca Cacepenio	Female	19	KK Member	Señora Dela Paz
23	Mikko Cacepenio	Male	19	KK Member	Señora Dela Paz
24	Nina Pamatian	Female	19	KK Member	Señora Dela Paz
25	Isaac Philip Eraga	Male	22	KK President	Summer Happy Homes
26	Michael Ibuen	Male	22	KK Treasurer	Summer Happy Homes
27	Joshua Torrato	Male	19	KK Chairman for Active Citizenship	Summer Happy Homes
28	Rhea Mae Bongat	Female	18	KK Chairman of Environment	Summer Happy Homes
29	Enrique Jaquias	Male	17	KK Chairman of Peace Building & Security and Global Mobility	Summer Happy Homes

30	Oliver Villarmino	Male	20	KK President	Vista Grande
31	Janine Felix	Female	Not Declared	KK Vice President	Vista Grande
32	Chricen Gunuanes	Female	15	KK Secretary	Vista Grande
33	Cyden Tahares	Male	16	KK Secretary	Vista Grande
34	Jennifer Delicano	Female	17	KK Treasurer	Vista Grande
35	Abegail Alba	Female	19	KK Member	Vista Grande

Note: All participants consented to be identified and agreed to participate in the study. Ethical guidelines were strictly followed to protect their rights. The researchers ensured transparency and respect for participants throughout the observation and analysis process.

Table 1 details the participants involved in the study. Seven SK officers represent 20% of the total, including the chairman, secretary, treasurer, and four members. The majority, 29 KK officers, make up 80% of participants, coming from seven sub-villages in Sta. Cruz village. The observation occurred during a courtesy call led by chairman Mr. Kent Christian Masula, treasurer Antonio Hilanga Jr., and member Ms. Shane Jhemiles Allata. The group included 48.57% males (17) and 51.43% females (18), with ages ranging from 15 to 25 years (average age = 19.12). Participants are from various local sitios.

Data Gathering Procedure

The researchers obtained permission from the Head of the Sangguniang Kabataan (SK) council to observe an SK and Katipunan ng Kabataan (KK) meeting. The research used qualitative methods to examine task behaviors related to meeting objectives, focusing on initiating discussions, seeking opinions, clarifying, summarizing, and testing for consensus. The authors recorded the meeting with video and audio devices to ensure data accuracy and then transcribed the recordings. In compliance with the Data Privacy Act of 2012, the study took measures to protect participants' privacy and confidentiality. All sensitive data was handled carefully and used only for this study. Participants voluntarily consented to be identified and followed ethical guidelines throughout the research. A trained analyst supervised the data collection process to maintain ethical integrity. The researchers prioritized participants' well-being and safeguarded the study's integrity by adhering to these standards.

Data Analysis

Table 2: Frequency Distribution of Individual Task Behavior (Part 1)

Task Behavior	Frequency of Statements					
	Kent Masula	Antonio Hilanga Jr.	Shane Allata	Carlo Mahilum	Jasfer Catillo	**Total**
1. Initiating	2	1	2	0	0	5
2. Seeking Information and Opinions	19	4	20	1	0	44
3. Giving Information and Opinions	37	20	34	0	2	93
4. Clarifying and Elaborating	18	7	20	1	0	46
5. Summarizing	1	0	1	0	0	2
6. Consensus-testing	1	0	0	0	0	1
Total	78	32	77	2	2	191

The frequency distribution of individual task behaviors (see Table 2) observed during the meeting reveals varying levels of engagement among participants. 220 statements were made across six key task behaviors: Initiating, Seeking Information and Opinions, Giving Information and Opinions, Clarifying and Elaborating, Summarizing, and Consensus-testing. Kent Masula contributed the most overall, with 78 statements, followed by Shane Allata with 77. Antonio Hilanga Jr. made 32 statements, while Carlo Mahilum and Jasfer Catillo each contributed two. Regarding specific behaviors, Initiating was the least frequent, with only five statements in total. Kent Masula initiated the most, with two statements, while Antonio Hilanga Jr. and Shane Allata each initiated 1 statement. Seeking Information and Opinions had the highest frequency, with 44 total statements. Shane Allata made the most significant contribution, with 20 statements, while Kent Masula followed closely with 19. Giving Information and Opinions also showed significant participation, totaling 93 statements. Kent Masula again led with 37 statements, followed by Shane Allata with 34 and Antonio Hilanga Jr. with 20. For Clarifying and Elaborating, there were 46 statements in total. Kent Masula and Shane Allata contributed the most, with 18 and 20 statements, respectively. In the Summarizing category, only two statements were made, with Kent Masula and Shane Allata each contributing 1. Finally, consensus testing was the least frequent behavior, with only 1 statement by Kent Masula. This distribution of task behaviors underscores the differences in participation levels among the members, with Kent Masula and Shane Allata being the most active participants in initiating discussions and providing information, while Carlo Mahilum and Jasfer Catillo contributed less frequently across all categories.

Task Behavior	Frequency of Statements					
	Leni Malaca	Nina Pamatian	Oliver Villarmin	Janine Felix	Abegail Alba	**Total**
1. Initiating	0	0	0	0	0	0
2.Seeking Information and Opinions	0	3	3	1	1	8
3. Giving Information and Opinions	3	1	7	6	1	18
4.Clarifying and Elaborating	0	0	3	0	0	3
5. Summarizing	0	0	0	0	0	0
6. Consensus-testing	0	0	0	0	0	0
Total	3	4	13	7	2	29

The frequency distribution of individual task behaviors (see Table 3) observed during the meeting reveals the participation levels of each member across various task behaviors. A total of 29 statements were made across six key task behaviors: Initiating, Seeking Information and Opinions, Giving Information and Opinions, Clarifying and Elaborating, Summarizing, and Consensus-testing. Regarding specific behaviors, Initiating was not observed in this group, as no statements were made under this category by any participant. For Seeking Information and Opinions, a total of 8 statements were made. Nina Pamatian contributed the most with three statements, followed by Oliver Villarmin and Abegail Alba, who each made 1 statement, and Janine Felix, who made one statement. The Giving Information and Opinions category had 18 total statements. Oliver Villarmin made the highest contribution with seven statements, followed by Janine Felix with 6, Leni Malaca with 3, and Nina Pamatian and Abegail Alba with 1 statement each. Three statements were made in the Clarifying and Elaborating category, with Oliver Villarmin contributing all 3. No statements were made in the Summarizing or Consensus-testing categories, indicating no participation in these behaviors during the meeting. This distribution suggests that the group primarily engaged in giving information and seeking opinions, with Oliver Villarmin contributing most actively, particularly in giving information and elaborating. The absence of statements in initiating, summarizing, and consensus-testing behaviors indicates that the group may have focused more on exchanging and clarifying information rather than setting the agenda or reaching collective decisions.

Table 4: Frequency Distribution of Group Task Behavior

Task Behavior	Frequency of Statements	Percentage (%)
1. Initiating	5	2.27
2. Seeking Information or Opinions	52	23.64
3. Giving Information or Opinions	111	50.45
4. Clarifying and Elaborating	49	22.27
5. Summarizing	2	0.91
6. Consensus-testing	1	0.46
Total	220	100

The frequency distribution of group task behaviors (see Table 4) observed during the meeting shows the overall participation across various task behaviors. A total of 220 statements were made across six key behaviors: Initiating, Seeking Information or Opinions, Giving Information or Opinions, Clarifying and Elaborating, Summarizing, and Consensus-testing. Regarding specific task behaviors, Giving Information or Opinions was the most frequent, with 111 statements, accounting for 50.45% of the total participation. This was followed by Seeking Information or Opinions, with 52 statements (23.64%), and Clarifying and Elaborating, with 49 statements (22.27%). Initiating occurred 5 times, making up 2.27% of the total, while Summarizing and Consensus-testing were less frequent, with 2 statements (0.91%) and 1 statement (0.46%), respectively. This distribution highlights that the group was primarily engaged in Giving Information or Opinions and Seeking Information or Opinions, accounting for nearly three-quarters of the total task behaviors. Clarifying and Elaborating also played a significant role in the meeting, while Initiating, Summarizing, and Consensus-testing behaviors were less prevalent. Overall, the data suggest that the group focused on sharing and processing information rather than initiating new topics or summarizing discussions, with minimal engagement in consensus-building.

Results and Discussion

The analysis of task behaviors during the Sangguniang Kabataan (SK) and Katipunan ng Kabataan (KK) meeting at Barangay Sta. Cruz, Antipolo City, revealed valuable insights into the group dynamics and effectiveness of youth participation in local governance. The observations, based on the frequency distribution of individual task behaviors, helped illustrate the level of engagement and the role of each participant in contributing to the meeting's objectives.

Frequency and Distribution of Task Behaviors

The behaviors observed during the meeting included Initiating, Seeking Information and Opinions, Giving Information and Opinions, Clarifying and Elaborating, Summarizing, and Consensus-testing. The total number of task behaviors recorded for all participants was 220,

distributed across the six categories. The most frequent task behavior observed was Giving Information and Opinions, which accounted for 111 statements, followed by Seeking Information and Opinions with 52 statements. Clarifying and Elaborating occurred 49 times while Initiating, Summarizing, and Consensus-testing were less frequent with 5, 2, and 1 statements, respectively. Notably, certain participants were more active than others in terms of specific task behaviors. For example, Kent Masula engaged in Giving Information and Opinions the most, with 37 statements, while Antonio Hilanga Jr. contributed significantly to Seeking Information and Opinions with 19 statements. This suggests that the group's overall effectiveness was likely driven by these participants' proactive engagement in sharing ideas and seeking input from others. Rala et al. (2019) emphasized that to monitor progress within a group setting effectively, it is essential to accurately analyze participants' task behaviors through process observation analysis, which should always be considered during meetings.

Group Task Behavior

When looking at the overall task behaviors for the group (see Table 4), it is evident that Giving Information or Opinions dominated the discussion, accounting for 50.45% of all statements made. This was followed by Seeking Information or Opinions (23.64%) and Clarifying and Elaborating (22.27%). Initiating behavior was relatively minimal, contributing only 2.27% of the total statements, indicating that participants generally did not take the lead in opening discussions. Further, Summarizing and Consensus-testing were extremely limited, comprising only 0.91% and 0.46% of the total behavior, respectively. The prevalence of Giving Information or Opinions suggests that the meeting primarily focused on exchanging ideas and sharing perspectives, which aligns with the purpose of the meeting to brief and update the KK officers on key local government initiatives, such as the Local Youth Development Plan (LYDP) and Comprehensive Barangay Youth Development Plan (CBYDP). The relatively lower frequency of Seeking Information or Opinions suggests that while information was shared, there may have been limited active inquiry from the participants about those ideas or plans. The SK leaders should be the ones that initiate asking or seeking information and opinions from the other participants to set the mood. According to Scott et al. (2023), soliciting input fosters an environment of openness and trust. People will likely stay engaged, loyal, and productive when they believe their opinions count. Additionally, participants are far more inclined to voice insightful worries and recommendations.

Participant Engagement and Group Productivity

The observations also revealed differences in how participants engaged with the agenda. Participants like Shane Allata and Carlo Mahilum showed more significant involvement in Giving Information and Opinions, likely contributing to the overall flow and ensuring the meeting's goals were communicated. In contrast, the absence of significant Initiating behaviors could indicate a lack of leadership in driving the discussion or setting the agenda. While the meeting was productive regarding information dissemination, the lack of Summarizing and Consensus-testing suggests that the group did not spend much time aligning on specific actions or confirming understanding of the topics discussed. Wu and Paluck (2022) state that active group participation enhances cooperation and organizational productivity through increased information sharing. Hearing one member's voice can motivate others and drive positive organizational change.

The relatively low number of consensus-testing behaviors (i.e., only 1 statement) is particularly noteworthy. Consensus testing plays a crucial role in ensuring that all members are on the same page and that decisions made during the meeting are understood and agreed upon by all participants. The limited engagement in this task behavior may point to a potential area for improvement in future meetings, where there could be more emphasis on reaching a collective agreement or confirming a shared understanding of the discussed issues.

Task Behavior and Leadership Development

The findings align with the literature on task behaviors in youth leadership and civic engagement, such as the works of Candelaria et al. (2019) and Alvi and Rana (2019), who emphasized the importance of task behaviors in achieving organizational goals. In particular, Seeking Information or Opinions and Giving Information or Opinions are critical for facilitating group discussions and ensuring that members share knowledge and learn from each other. The findings of this study suggest that while these behaviors were prominent, other behaviors, like Consensus-testing and Summarizing, which help guide the group toward consensus and clarity, were not as frequently observed. This study's findings resonate with Hooda's (2024) concept of the "5 Cs" (i.e., confidence, competence, connection, compassion, and character), as the behaviors exhibited by the participants in the meeting—especially Seeking Information and Opinions and Giving Information or Opinions—can be seen as building blocks for confidence and competence in leadership. Additionally, the findings from Wray-Lake and Abrams (2020), which emphasize the role of youth engagement in civic activities, further support the notion that these task behaviors are vital to promoting youth participation in local governance and decision-making.

Implications for Future Meetings and Leadership Development

The results indicate that while there is a strong presence of information-sharing behaviors, the group could benefit from incorporating more Initiating behaviors and more structured Consensus-testing in future meetings. These behaviors would enhance the group's ability to lead discussions more effectively, ensure that all members are engaged, and improve the clarity of decisions made. Encouraging Summarizing behaviors would also be valuable, as it could help synthesize information and reinforce understanding of the key points discussed, promoting better decision-making processes in future meetings. Jenkins et al. (2020) identified self-efficacy as a key element of successful leadership and noted that goal-setting, decision-making, and problem-solving influence leadership behavior development.

Conclusion

The overall productive nature of the meeting, with approximately 61% of the time dedicated to deliberation, underscores the potential of the SK and KK platforms to facilitate youth participation in local governance. However, the study also pointed to areas for improvement, particularly in organizing discussions more effectively and enhancing engagement from all attendees. The limited occurrence of Consensus-testing and Summarizing suggests that future meetings would benefit from a stronger focus on reaching collective decisions and reinforcing key discussion points to ensure better understanding and action. The findings also underline the importance of creating an environment encouraging inclusivity and active participation. The noticeable improvement in engagement following the announcement about esports illustrates the potential for increased participation when topics align with the interests and concerns of youth participants. Therefore, the study calls for a more structured approach

to planning and facilitating meetings, where diverse voices are heard and all participants are encouraged to contribute to the decision-making process.

In conclusion, Youth Engagement and Task Behaviors in Civic Development is central to the success of the SK and KK councils. Youth leaders can be more impactful in local governance and community development by fostering effective task behaviors such as Seeking Information, Giving Opinions, and Clarifying Points while emphasizing Initiating and Summarizing behaviors. Moving forward, the SK and KK organizations should prioritize strategies that promote comprehensive participation, clarify meeting objectives, and enhance the decision-making process, ensuring that youth leaders are well-prepared to address the challenges of civic development in their communities.

Directions for Future Research

Future research on youth engagement and task behaviors should expand by exploring regional differences in the Philippines, as cultural, economic, and social factors can influence youth participation in civic activities, offering insights into tailored strategies for different areas. Additionally, investigating psychosocial factors such as motivation, confidence, and resilience can deepen understanding of how internal traits and external influences impact youth leadership and performance. Research on the effectiveness of leadership training programs is also essential, as it could identify the most impactful methods, such as workshops, mentorship, and hands-on experiences, to enhance leadership skills. Through programs like civic education and extracurricular activities, educational institutions play a crucial role in fostering leadership and civic responsibility, and research could examine how these contribute to youth engagement. Finally, exploring the role of mentorship and digital platforms could provide new ways to support youth leaders, offering guidance and tools for engaging in civic activities and accessing training resources.

Comparative Studies Across Regions

Researchers could explore how regional factors—like culture, socio-economic conditions, and governance—affect youth engagement in Sangguniang Kabataan (SK) councils across the Philippines. For instance, youth leaders in urban areas like Metro Manila may have better access to resources than those in remote provinces, who may face challenges such as limited infrastructure. Comparing youth engagement across different regions could reveal best practices and specific difficulties, offering insights for tailored strategies to enhance youth leadership, as noted by Lelwic-Ojeda and Akintola (2024).

Longitudinal and Psychosocial Research on Youth Leadership

Longitudinal studies could track youth leaders, examining how their skills and internal traits evolve. Researchers might find that consistent participation helps leaders grow in areas like initiating discussions and summarizing meetings. Additionally, exploring psychosocial factors, such as self-confidence and motivation, could reveal how these traits influence civic engagement. For example, a motivated leader may struggle initially but improve with support. Organizations should adopt strategies that balance demands with resources to help young leaders thrive (Irehill et al., 2023).

The Impact of Leadership Training Programs

Youth leaders attending training programs focused on skills like initiating conversations may become more active in discussions. Research could investigate which training methods—workshops, mentorship, or hands-on projects—are most effective. Findings from Azad et al. (2024) could guide organizations in enhancing leadership training to improve motivation and performance. Future studies might explore how peer learning or scenario-based exercises help youth leaders structure meetings and reach consensus.

Interest-Based Engagement

Engagement levels can rise when discussions align with youth interests, such as esports. Research could examine how connecting civic discussions to youth passions influences participation and task behaviors. Understanding what excites youth can help design civic programs that foster sustained engagement, as highlighted in the study by Padua et al. (2024), emphasizing the connection between personal interests and participation.

The Role of Educational Institutions in Civic Development

Educational institutions play a key role in developing youth leadership. Future research could investigate how schools and universities contribute to essential skills for civic engagement, such as seeking information and giving opinions. Universities are vital for imparting knowledge and values necessary for community development (Lutaj, 2021). Studies could focus on how civic education and extracurricular activities prepare youth for active participation in governance.

Inclusivity and Barriers to Participation

Certain youth may feel marginalized due to socio-economic status, gender, or location, impacting their civic participation. Future research could identify barriers that hinder participation and explore strategies to enhance inclusivity. Addressing these barriers can ensure that all youth voices are represented in decision-making. Hosseinkashi et al. (2024) emphasized measuring inclusiveness in meetings to track changes and encourage individual improvement.

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Authorship Contribution Statement

responsible for the Introduction, while Edrian T. Untalan authored the Abstract. Jaypy T. Tenerife assisted with reviewing and editing the paper. He provided the research design and methodological approach as an expert in quantitative and qualitative analysis and conducting process observation analysis.

Declaration of Competing Interest and the Use of Artificial Intelligence (AI) in the Research Writing Process

The authors declare no conflicts of interest in this study. No generative AI tools were used to create this manuscript's ideas, concepts, or theories. AI was only employed to enhance readability and language under strict human supervision. After AI-assisted refinement, the authors carefully reviewed and edited the manuscript to ensure its accuracy and clarity. Acknowledging the limitations of AI, including potential biases or inaccuracies, the authors verified all content through thorough human oversight. The authors affirm their commitment to ethical standards, ensuring that human contributors carried out all intellectual and academic tasks.

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