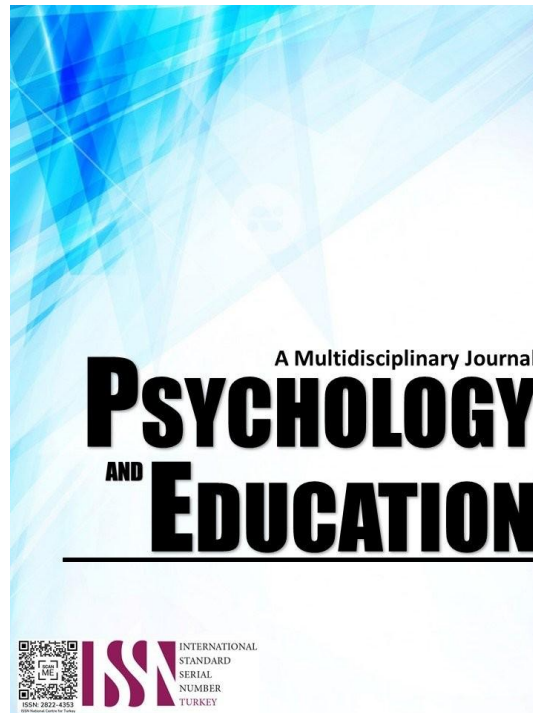


TEACHERS' PERCEPTION ON CIVIC RESPONSIBILITY AND THEIR PERFORMANCE IN TEACHING ARALING PANLIPUNAN



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Teachers' Perception on Civic Responsibility and their Performance in Teaching Araling Panlipunan

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Abstract

This research investigates elementary school teachers' perceptions of civic responsibility and their impact on teaching Araling Panlipunan at Valencia City Central School (VCCS). Grounded in Social Constructivism, Civic Education Theory, and Teacher Responsibility Theory, the study addresses the need for a stronger civic education framework amidst Philippine social and political issues. A quantitative approach assesses teachers' understanding, attitudes, and perceived role in promoting civic engagement, correlating these with their instructional performance. Key findings from the study's data reveal that teachers at VCCS hold a very high level of perception of civic responsibility. However, this has no significant relationship with their teaching performance. The research seeks to inform curriculum development and teacher training, advocating strategies that empower teachers as facilitators of civic engagement. Identifying connections between teachers' perceptions, teaching methods, and student outcomes, the study seeks to enhance civic education, specifically in the K to 12 Curriculum (DepEd, 2019). Eventually, this research promotes a culture of civic responsibility by identifying the factors that shape teachers' views and can inform curriculum development and teacher training programs, particularly in the first district of Valencia City Division, the Valencia City Central School (VCCS). The goal is to nurture a generation capable of addressing societal challenges and contributing to national development. The findings could inform teacher training programs and professional development initiatives, ensuring that teachers are equipped with the necessary skills and knowledge to integrate civic education into their classroom instruction effectively.

Keywords: *civic responsibility, teacher perception, araling panlipunan, civic engagement, teacher performance*

Introduction

Civic responsibility is a significant component of education, particularly in the context of teaching Araling Panlipunan in the schools. Teaching this subject provides knowledge about the history, culture, and government system of the country, along with promoting responsible citizenship among students. Educational process is at the heart of this issue, and teachers are central to it since their attitudes to civic obligations affect their approaches and methods applied in the class with their students.

The DepEd has consistently emphasized the importance of civics within the curriculum over time, particularly through its orders and guidelines. DepEd Order No. 21, s. 2019 saw the formulation of the K to 12 Curriculum, and as stated, social studies education is also aimed at inculcating civic knowledge in learners. That is why this order underscores precisely the function of Araling Panlipunan in producing responsible citizens with relevant skills, enabling them to participate actively in their society. Moreover, DepEd recognizes the importance of preparing children to be global citizens through subject areas that can instill a sense of duty, nationalism, and other critical values. When educators align their practices with these directives, they are better equipped to foster informed citizens in society. This framework provides the context through which teachers' conception, disposition, and practices regarding the implementation of Araling Panlipunan are associated with students' knowledge and participation in the performance of civic responsibilities.

According to Asif et al. (2020), the beliefs held by teachers play an instrumental role in determining their approach towards delivering moral and civics lessons for responsible citizenship. However, to date, while it is widely accepted that civic education is vital, more specifically, there is still very limited knowledge of how the elementary school teachers themselves conceptualize their work in terms of teaching students about responsible citizenship through Araling Panlipunan. Some of these findings compiled in recent investigations show that a large number of teachers may be unaware of the relationship between civic responsibility and their instruction (Lawal, 2023).

In the current context of the Philippines, where social and political issues such as corruption, social disparity, and voter apathy prevail, it is essential to gain a deeper understanding of how teachers perceive these conditions and their implications for civic education. The Philippine educational system has recently been criticized as not being effective in preparing its students for active citizenship (De Vera, 2023); the lack of research into teacher perceptions of their role and the implications for their practice enforces the need for further research to ascertain the effectiveness of teachers' approach to their pedagogy in Araling Panlipunan.

From the researcher's informal classroom observations, the participation of students in Araling Panlipunan lessons ranged from high to low. While some teachers employed participatory techniques and asked students to discuss civic matters, others only required their students to memorize lectures from their books. For instance, in one classroom, a teacher conducted a debate where the students acted like citizens and discussed current events. Another teacher, on the part of priorities, regarded history with a heavy emphasis on trivial, though did not link these to the present duties of citizens.

These observations raised questions about how teachers' perceptions of civic responsibility influenced their instructional strategies and

ultimately shaped students' understanding of what it means to be an active citizen. This study will focus on two primary variables: teachers' perceptions of civic responsibility and their performance in teaching Araling Panlipunan. The relationship between these variables is crucial; positive perceptions may lead to more effective teaching strategies that promote civic engagement among students.

On the other hand, a negative or low perceived importance might lead to poor handling of the aspect of teaching ideals needed for teaching civility; this will thus impact the quantity and quality of the citizenship roles displayed by the students. The previous research evidence demonstrated that teachers who are oriented to themselves as the citizens' educators are more likely to discuss the civic issues with students (Asif et al. 2020; Lawal 2023).

By identifying the factors that shape teachers' views on civic responsibility, this research aims to provide insights that can inform curriculum development and teacher training programs, particularly in the first district of Valencia City Division, the Valencia City Central School (VCCS). Additionally, it seeks to contribute to the broader discourse on enhancing civic education in the Philippines by advocating for strategies that empower teachers to embrace their roles as facilitators of civic engagement.

Research Questions

This study ascertained the teachers' perceptions of civic responsibility and their performance in teaching Araling Panlipunan in Valencia City Central School. Specifically, it sought to answer the following questions:

1. What is the level of teachers' perception on civic responsibility in terms of understanding civic responsibility, attitude towards civic education, and role in promoting civic engagement?
2. What is the level of teachers' performance in teaching Araling Panlipunan?
3. Is there a significant relationship between teachers' perception of civic responsibility and their performance in teaching Araling Panlipunan?

Methodology

Research Design

This research employed a correlational design to investigate teachers' perceptions of civic responsibility and its relationship to their teaching performance in Araling Panlipunan. The study employed a quantitative approach, which enables the systematic collection and analysis of numerical data. The correlational design enabled the researcher to analyze the relationship between teachers' perceptions and their performance quantitatively. Statistical methods, such as Pearson's correlation coefficient, will be employed to identify the strength and direction of the relationship between these two variables.

Respondents

The respondents of this study were the 200 teachers in Valencia City Central School (VCCS) who are currently handling the Araling Panlipunan subject. The sample size was determined using purposive sampling, ensuring that only teachers directly involved in teaching Araling Panlipunan are included. These respondents were selected based on specific criteria; they must be actively teaching the subject at the time of the study, as their experiences and insights are crucial to understanding how civic responsibility influences their teaching performance. Teachers with varying years of experience were included to capture diverse perspectives and instructional practices.

Additionally, respondents should have participated in civic-oriented programs or school activities related to civic education, as this may impact their views on civic responsibility. Since the study focused on teachers' perceptions of civic responsibility and its influence on their performance in teaching Araling Panlipunan, selecting teachers who handle this subject ensures that the data collected is directly relevant to the study's objectives.

Instrument

The research instrument utilized in this study was a researcher-made survey questionnaire. It is composed of two sets. The first focused on determining the level of teachers' perception of civic responsibility. It was divided into 3 sub-variables with 15 indicators each, totaling 45 indicators. The second set of instruments was also a researcher-developed classroom observation tool in measuring the performance in Araling Panlipunan.

To ensure content validity, the instrument was validated by a panel of experts with expertise in civic responsibilities, who evaluated the instrument's items for clarity, relevance, and comprehensiveness in measuring the intended constructs. This evaluation was supported by a detailed template to guide their assessment, ensuring they understand the requirements and can provide relevant feedback.

Experts also matched the items with the table of specifications to ensure that the instrument adequately reflected the process and content dimensions of the research objectives. Feedback from the experts was used to refine the instrument, modifying or removing items as necessary to enhance its validity. Following this, a pilot test was conducted with 30 teachers who shared similar characteristics based on the established criteria for respondents. The pilot testing was done from a separate school that resulted in an overwhelming reliability test result of .978 on its Cronbach's Alpha.

Procedure

The data gathering process on this particular study also followed a systematic method to obtain accurate and credible responses to the questions asked on the part of the teachers' perception on civic responsibilities and their performance in Araling Panlipunan. First, the researcher of the study created an objective questionnaire with validated questions in order to assess both the perceived status and performance of the teachers. This questionnaire was reviewed by the panel of experts in the field to check its validity. The pilot testing was conducted to check its reliability. A real data collection process preceded a pre-data collection phase. During this phase, necessary clearances from school authorities are taken, and the participants are briefed about the nature and importance of the study and the rights of the respondents. In return, participants were guaranteed anonymity, along with the understanding that their participation would not be mandatory.

During data collection, the researcher distributed the survey questionnaire to the targeted group of elementary school teachers who teach Araling Panlipunan. Teachers were given sufficient time to complete the questionnaire in a comfortable environment, allowing them to provide more thoughtful and detailed answers to the questions. Additionally, respondents were observed by their respective school heads or master teachers to assess their teaching performance in Araling Panlipunan. The validated classroom observation tool developed by the researcher was utilized. The post-data collection process was completed, during which the researcher categorized and grouped all the responses. The study can also benefit from the fact that respondents may be followed up with to seek clarification on specific responses they provided.

Data Analysis

Numerous statistical tools will be utilized to analyze the data gathered from the teachers in Valencia City Central School. To provide a thorough grasp of the variables and to describe the data, descriptive statistics were employed. In particular, determining the level of teachers' perception of civic responsibility and the level of teachers' teaching performance in Araling Panlipunan, the average score and standard deviation were defined, providing the researcher with a value that is representative of the population.

Correlation analysis was used to ascertain the relationship between these variables; any patterns or correlations were found utilizing the Pearson product-moment correlation. This will clarify the complex relationship that exists between civic responsibility and the level of teachers' teaching performance in Araling Panlipunan.

Ethical Considerations

The present study minimized the ethical consideration to factor in the rights and welfare of the participants in the administration of the research study. Before data collection, the research proposal was presented, and all procedures met the ethical considerations. Individual participation in the study was voluntary, and all participants were free to withdraw at any time. All participants were given a signed consent form to participate in the study and informed about its purpose, methodology, potential risks, and benefits. The anonymity of participants was ensured through data anonymization, and all collected information was stored securely to prevent respondents from being identified. In addition, all measures would be taken to reduce the risks of hostility—physical, psychological, or social—that might be incurred by participating in the study. Participants also learned about preventive measures in case of any adverse effects. The researcher ensured and upheld the principles of bravery, honesty, and integrity in reporting the data and findings, so that the research outcome is reported fully and truthfully. Implementing these ethical considerations, the current study is committed to the demonstrated standards of scholarly methodological research and openness to contribute effectively to the existing body of knowledge regarding teachers' attitudes and performance in the process of preparing students to fulfill responsible citizenship within the framework of Araling Panlipunan education.

Results and Discussion

This section presents the data analysis and interpretation of the findings. The interpretation of the findings follows each table that is presented.

Table 1 presents the level of teachers' perception of civic responsibility in terms of understanding civic responsibility. The data presented were based on the statistical treatment result. The indicators were ranked according to their level of perception, which includes the mean and standard deviation.

As depicted in the table, the overall result with the mean of 4.39 and a standard deviation of 0.67 indicates that teachers have very high perception of understanding civic responsibility. This further suggests that they are well-equipped to integrate civic values into their teaching practices. It means that they prioritized civic education, viewed it as essential for learner development, and societal engagement.

In addition, VCCS teachers' positive perceptions of understanding civic responsibility can lead to innovative teaching practices that may ultimately motivate learners to participate in community activities and forums on social issues.

This aligns with research demonstrating that teachers' perceptions are crucial in curriculum implementation, and the Department of Education's (DepEd, 2019) emphasis on the K to 12 Curriculum. DepEd's focus on developing well-rounded learners who are socially

aware and responsible citizens underscores the importance of teachers' positive perceptions in effectively delivering civic education. Similarly, Marri (2019) emphasized in his study that teachers' perceptions are crucial in curriculum implementation, as they are the frontliners in delivering learning to learners.

Table 1. *Level of Teachers Perception on Civic Responsibility in Terms of Understanding Civic Responsibility*

<i>Statement</i>	<i>Mean</i>	<i>SD</i>	<i>Qualitative Interpretation</i>
1. I believe that civic responsibility is essential for students' development.	4.60	0.62	Very High Perception
2. Civic responsibility should be integrated into the Araling Panlipunan curriculum.	4.53	0.59	Very High Perception
3. I think students should participate in community service as part of their education	4.47	0.63	Very High Perception
4. I believe that teaching civic responsibility can positively impact student behavior.	4.46	0.61	Very High Perception
5. I understand the role of government in promoting civic responsibility.	4.45	0.61	Very High Perception
6. I understand how civic responsibility relates to Filipino culture and history.	4.44	0.63	Very High Perception
7. I have a clear understanding of what civic responsibility entails.	4.43	0.61	Very High Perception
8. I often reflect on my own civic responsibilities as a teacher.	4.41	0.65	Very High Perception
9. I believe that civic education is as important as academic subjects.	4.39	0.65	Very High Perception
10. I encourage students to express their opinions on civic issues.	4.38	0.66	Very High Perception
11. I feel confident in my ability to teach civic responsibility concepts.	4.36	0.64	Very High Perception
12. I stay updated on current events that relate to civic responsibility.	4.34	0.71	Very High Perception
13. I believe that understanding civic responsibility can help reduce social issues.	4.30	0.72	Very High Perception
14. I often discuss civic responsibility with my colleagues.	4.25	0.70	Very High Perception
15. I have received adequate training on teaching civic responsibility.	4.07	0.98	High Perception
Overall	4.39	0.67	Very High Perception

Legend: 5 = 4.21–5.00, Very High Perception; 4 = 3.41–4.20, High Perception; 3 = 2.61–3.40, Moderate Perception; 2 = 1.81–2.60, Low Perception; 1 = 1.00–1.80, Very Low Perception

It can be gleaned from the table the three highest mean scores, the statements "I believe that civic responsibility is essential for students' development" with a 4.60 and a standard deviation of 0.62, "Civic responsibility should be integrated into the Araling Panlipunan curriculum" got a mean of 4.53 and a standard deviation of 0.59, and "I think students should participate in community service as part of their education" with 4.47 as the mean and standard deviation of 0.63 all interpreted as very high perception.

The teachers strongly value the practice of civic responsibility due to its substantial worth. The high means demonstrate that teachers share a consensus about the value of civic education, which highlights its essential function for student growth and shows an understanding of the significance of curriculum integration paired with service-learning practice. The teachers demonstrate their classroom beliefs through numerous activities, which students encounter as part of their learning experience.

Research evidence supports civic education principles since it shows how civic values should become integral parts of educational curricula. Marri (2014) demonstrates how civic education needs complete inclusion within classroom learning materials to generate knowledgeable, active citizens. The elevated statement means demonstrating that VCCS teachers adopt this method as part of their broader educational philosophy. Asif et al. (2020) support the practice of incorporating community service as educational content because students need experiential learning to enhance civic responsibility.

Teachers apply their beliefs through the classroom duties they assign to their learners. The practice exhibits a dedication to service learning supported by Dewey's (1916) belief in experiential learning as an enhancement for civic engagement. According to Vygotsky (1978), students develop their civic responsibility understanding through practical engagement with the community and social experiences. These teaching practices often appear in teachers' classrooms according to theoretical perspectives, while supporting the development of strong civic education environments according to high mean scores in assessment statements. Kahne and Sporte (2020) share similar perspectives with the study regarding the necessity of schools to prioritize civic education for developing informed citizens.

On the other hand, the three lowest mean scores, "I have received adequate training on teaching civic responsibility" with 4.07 and standard deviation of 0.98, "I often discuss civic responsibility with my colleagues" got 4.25 and a standard deviation of 0.70, and "I believe that understanding civic responsibility can help reduce social issues" 4.30 with the standard deviation of 0.72, while still indicating agreement, reveal areas for improvement. Notably, the lowest mean highlights a perceived need for more training, which is crucial for empowering teachers. The need for teacher collaboration to enhance performance is also highlighted in the literature. There is a need to promote a collaborative environment where teachers can offer and introduce best practices to support each other's initiatives in promoting civic values.

Furthermore, while teachers acknowledge the potential of civic responsibility to address social issues, there is also a need to bridge the gap in civic education. This aligns with research emphasizing the importance of professional development (Darling-Hammond et al., 2017), the need for teachers to be equipped in teaching civic engagement, and the challenges and opportunities in civic education in the digital age (De Haan & Van der Veen, 2023). Therefore, while teachers demonstrate a strong understanding and belief in civic responsibility, targeted interventions — particularly in training, collaboration, and continuous professional development — are essential to further enhance their capacity to implement civic education effectively.

Table 2 presents the level of teachers' perception of civic responsibility in terms of attitude towards civic education. The table contains fifteen statements, each accompanied by a weighted mean, standard deviation, and qualitative interpretation.

Table 2. *Level of Teachers' Perception on Civic Responsibility in Terms of Attitude Towards Civic Education*

<i>Statement</i>	<i>Mean</i>	<i>SD</i>	<i>Qualitative Interpretation</i>
1. Teaching about rights and responsibilities is essential for student development.	4.47	0.61	Very High Perception
2. I think that teaching civic education is rewarding for both me and my students.	4.44	0.61	Very High Perception
3. I believe that my attitude toward civic education influences my students' perceptions.	4.44	0.61	Very High Perception
4. Teaching civic education should be a priority in our curriculum.	4.42	0.63	Very High Perception
5. Civic education should focus more on practical applications than theory.	4.40	0.63	Very High Perception
6. I believe that my school values the importance of civic education.	4.38	0.66	Very High Perception
7. I believe that discussions about citizenship can enhance classroom dynamics.	4.36	0.64	Very High Perception
8. I think that parents value the teaching of civic education in schools.	4.33	0.70	Very High Perception
9. I enjoy teaching topics related to civic education.	4.32	0.71	Very High Perception
10. I feel motivated to incorporate civic education into my lessons.	4.32	0.70	Very High Perception
11. My personal experiences influence my approach to teaching civic education.	4.29	0.65	Very High Perception
12. Civic education is a critical component of my teaching practice.	4.28	0.74	Very High Perception
13. I feel that there is enough time in the curriculum to cover civic education adequately.	4.26	0.65	Very High Perception
14. I believe that my students are interested in learning about civic issues.	4.23	0.71	Very High Perception
15. I feel supported by my school administration in teaching civic topics.	4.18	0.84	High Perception
Overall	4.34	0.67	Very High Perception

Legend: 5 = 4.21–5.00, Very High Perception; 4 = 3.41–4.20, High Perception; 3 = 2.61–3.40, Moderate Perception; 2 = 1.81–2.60, Low Perception; 1 = 1.00–1.80, Very Low Perception

The overall result reveals that teachers have a very high perception of attitude towards civic education, with a mean of 4.34 and a standard deviation of 0.67. This implies that teachers demonstrate a positive approach that shows civic education plays an essential role in developing personal and educational success for themselves and their students. The teachers' strong positive perception indicates their awareness of how civic education creates knowledgeable citizens required for resolving societal issues and supporting democratic processes. As observed by the researcher, teachers in VCCS adopt a favorable perspective about civic education, which leads to practical applications of this mindset. Teachers should use Araling Panlipunan classes to discuss contemporary events and civil rights together with students' civic duties. These teachers will organize service-driven events that provide students with first-hand experience in the development of civic competencies through their belief in experiential learning.

Similarly, Battistoni (2019) demonstrated that teachers who see themselves as civic examples will motivate students through their active commitment to civic values, thus validating the research discovery that teachers view themselves as civic developers. Mirra and Garcia (2020) emphasize that teachers need to understand their position as "political agents" because it enables them to lead civic discourse successfully, and VCCS requires training programs to enhance this capacity. A positive attitude toward civic engagement among teachers leads to the integration of civic themes in lessons, according to Zhou et al. (2021). This finding supports the research observation, which found that teachers incorporate civic values directly into their classroom practices.

Looking at the three highest mean scores, the statements "Teaching about rights and responsibilities is essential for student development" with a mean score of 4.47 and a standard deviation of 0.61, "I think that teaching civic education is rewarding for both me and my students" and "I believe that my attitude toward civic education influences my students' perceptions" both mean of 4.44 and standard deviation of 0.61, reflect a strong belief in the value of teaching rights and responsibilities, the rewarding nature of civic education, and the influence of teachers' attitudes. These high numbers underscore a shared positive sentiment towards the core principles and impact of civic education. Teachers strongly agree that teaching about rights and responsibilities is fundamental for student development, aligning with the development of responsible citizens. They also find teaching civic education rewarding, suggesting it enhances classroom dynamics, and acknowledge the significant influence of their attitudes on their students' perceptions.

These findings align with the idea that both rights and responsibilities serve as the basis to create responsible citizens in society (Marri et al., 2019). Civic education generates teacher satisfaction because it promotes both active classroom participation and positive instructional climates, according to teacher impressions. Research indicates that teachers who experience positive rewards from civic education tend to conduct substantive classroom dialogues and activities, as noted by Zhou et al. (2021).

Student perception of civic education depends strongly on teacher attitudes, based on this study's high mean score. Battistoni (2019) demonstrates through research that when teachers exemplify civic values at school, their students tend to develop equivalent civic attitudes. The research data support the theory that teachers think their attitudes directly shape what their students think about civic education. Crisolo (2020) illustrates that teachers who consider civic education vital produce interesting educational spaces that drive student development toward active citizenship. Positive attitudes among VCCS teaching staff create benefits that impact both their classroom performance and the development of civic knowledge and civic engagement in their students.

However, the three lowest mean scores, "I feel supported by my school administration in teaching civic topics" gained 4.18, "I believe

that my students are interested in learning about civic issues" 4.23, and "I feel that there is enough time in the curriculum to cover civic education adequately" got 4.26, still indicating for areas where there are concerns. The findings suggest that VCCS displays positive approaches toward civic education, although institutional barriers prevent its total execution. Administrative support must increase to enable effective teaching of civic subjects, since this stands as a vital implication. Lack of leadership support for civic education prompts teachers to feel their promotional work has weak backing, thus restricting their ability to create innovative classroom methods or extend their educational practices. Teachers express some reservations regarding the support they receive from school administration in teaching civic topics, which is crucial for empowering teachers through professional development.

Several factors can contribute to this perception of limited support. Teachers may perceive constraints in the curriculum and insufficient time allocated to civic education. De Vera (2023) discusses "Bridging the Gap" in Philippine schools, suggesting that civic education may not receive adequate emphasis or time within the curriculum. Teachers might feel pressured to prioritize core academic subjects, leaving less room for comprehensive civic education. Limited support can also manifest as a lack of adequate resources and materials for teaching civic education. Masvaure (2022) highlights the role played by instructional resources in learning. If teachers lack access to relevant, up-to-date, and engaging materials, they may feel unsupported in their efforts to teach civic topics.

Furthermore, teachers may feel unsupported if they haven't received adequate professional development to teach civic education effectively. Saxe et al. (2019) emphasize empowering teachers through professional development. Teachers need training on effective pedagogical strategies, current civic issues, and how to engage students in meaningful discussions. The perception of limited support can also stem from a lack of prioritization and support from school administration. If school leaders don't explicitly prioritize civic education or provide the necessary support, teachers may feel undervalued.

Finally, the sociopolitical context can also play a role in how supported teachers feel in teaching civic topics. Klein (2020) discusses the implications of the current political moment for civic education. In environments where civic discourse is polarized or sensitive, teachers may feel less supported in addressing certain topics or encouraging open discussions. Concerns about curriculum time align with discussions on prioritizing civic education in the curriculum, as highlighted in DepEd Order No. 21, s. 2019. Research also explores factors that influence student engagement in civic issues, the importance of democratic participation, and the creation of engaging learning experiences.

Table 3 shows the level of teachers' perception of civic responsibility in terms of their role in promoting civic engagement. Each statement has a corresponding weighted mean, standard deviation, and qualitative interpretation. The overall mean for all indicators is presented at the bottom part of the table.

Table 3. Level of Teachers' Perception on Civic Responsibility in Terms of Role in Promoting Civic Engagement

<i>Statement</i>	<i>Mean</i>	<i>SD</i>	<i>Qualitative Interpretation</i>
1. I think it's important for students to learn about their rights and responsibilities as citizens.	4.53	0.61	Very High Perception
2. I see myself as a role model for responsible citizenship in my classroom.	4.50	0.63	Very High Perception
3. Encouraging student participation in community activities is part of my teaching strategy.	4.41	0.60	Very High Perception
4. I believe it is my duty to prepare students for active participation in society.	4.47	0.66	Very High Perception
5. I provide opportunities for students to voice their opinions on civic matters.	4.45	0.62	Very High Perception
6. I actively promote discussions about current events and their relevance to citizenship.	4.43	0.67	Very High Perception
7. I regularly assess how well my students understand their roles as citizens.	4.40	0.68	Very High Perception
8. I believe that encouraging student activism is part of my role as an educator.	4.39	0.73	Very High Perception
9. My classroom environment supports open discussions about civic responsibilities and rights.	4.39	0.66	Very High Perception
10. Teaching about local governance is important for fostering informed citizens.	4.39	0.62	Very High Perception
11. My teaching methods are designed to foster critical thinking about citizenship issues.	4.37	0.64	Very High Perception
12. I encourage students to engage in debates about social issues during lessons.	4.37	0.67	Very High Perception
13. I encourage students to engage in debates about social issues during lessons.	4.37	0.67	Very High Perception
14. My lessons often include projects related to community service or engagement.	4.35	0.66	Very High Perception
15. I collaborate with community organizations to enhance student learning experiences related to citizenship.	4.34	0.65	Very High Perception
Overall	4.41	0.65	Very High Perception

Legend: 5 = 4.21–5.00, Very High Perception; 4 = 3.41–4.20, High Perception; 3 = 2.61–3.40, Moderate Perception; 2 = 1.81–2.60, Low Perception; 1 = 1.00–1.80, Very Low Perception

With an overall mean of 4.41 and a standard deviation of 0.65, teachers are considered to have very high perception when it comes to their perception of role in promoting civic engagement. This high overall mean suggests that teachers generally perceive themselves as playing a significant role in promoting civic engagement among students, with the standard deviation indicating a good degree of consistency in their responses. The result implies that VCCS teachers regularly incorporate civic discussions about topics along with rights and responsibilities into their classroom instruction, thus enabling learners to acquire better citizenship understanding. They likely implement diverse classroom activities with learners to explore current world issues, allowing them to discuss these topics in debates, choose candidates for mock elections, and perform community service tasks that link academic concepts to practical use. On the other side, the encouraging high level of perception presents a responsibility for both schools and principals to provide effective

support to teachers. The positive perception toward civic education will remain strong by giving teachers consistent civic education training opportunities and promoting educational community networking.

This aligns with the understanding that teachers' perceptions influence their instructional practices, as supported by Asif et al. (2020) in their analysis of teachers' perceptions. It also connects with the idea that teachers see the relevance of social studies for responsible citizenship, as discussed by Lawal (2023). Mirra and Garcia (2020) further emphasize that teachers should embrace their roles as political beings, fostering an environment where students feel empowered to discuss civic responsibilities and engage in meaningful discourse. This perspective is reflected in the high perception scores among VCCS teachers, who likely incorporate themes of civic engagement into their lessons, modeling responsible citizenship for their students. Zhou et al. (2021) reinforce this by highlighting that teachers who actively participate in community service and civic activities are more likely to integrate these experiences into their instructional practices.

Looking at the three highest mean scores, the statements "I think it's important for students to learn about their rights and responsibilities as citizens" with 4.53, "I see myself as a role model for responsible citizenship in my classroom" 4.50, and "I believe it is my duty to prepare students for active participation in society gained 4.47 reflect a strong sense of responsibility and commitment to fostering civic engagement.

These findings suggest that teachers at Valencia City Central School (VCCS) view themselves as pivotal in shaping students' understanding of civic responsibilities and fostering active citizenship. The emphasis on teaching rights and responsibilities reflects a recognition of the foundational role these concepts play in developing informed and engaged citizens. This aligns with research by Marri et al. (2014), who highlight the importance of integrating civic education into the curriculum to prepare students for active participation in society.

The perception of teachers as role models for responsible citizenship is particularly significant. This finding suggests that teachers not only recognize their impact on students' civic attitudes but also actively assume this role. By seeing themselves as models of civic behavior, teachers are more likely to inspire students to adopt similar values and engage in civic activities. This is supported by Battistoni (2019), who argues that teachers who engage in community service and civic activities are better positioned to inspire similar behaviors in their students. The high mean score for this statement suggests that VCCS teachers are committed to modeling responsible citizenship, which can lead to a positive impact on students' civic engagement and participation in community activities.

The belief that it is their duty to prepare students for active participation in society further emphasizes teachers' commitment to civic education. This perception aligns with the broader goals of civic education, which aim to equip students with the knowledge, skills, and values necessary for active citizenship. Research by Kahne and Sporte (2020) underscores the importance of teachers in fostering a culture of civic engagement, highlighting that effective civic education requires educators who are both knowledgeable about civic concepts and committed to promoting active citizenship. The high mean scores in this study reflect a strong alignment with these goals, suggesting that VCCS teachers are well-positioned to inspire students to become engaged and informed citizens. This commitment can lead to meaningful outcomes, such as increased student participation in community service, volunteer work, and other forms of civic engagement, ultimately contributing to a more informed and engaged citizenry.

These high means underscore a shared belief among teachers in the importance of civic education and their active role in shaping students into responsible and participatory citizens. Teachers overwhelmingly agree that teaching about rights and responsibilities is fundamental, which is a core component of social studies education in developing responsible citizens, as highlighted by Crisolo (2020). The idea that teachers see themselves as role models connects with Mirra & Garcia's (2020) discussion of teachers as political beings. Furthermore, the belief that preparing students for active participation is a key aspect of their duty aligns with Inocian's (2020) framework for engaging students in civic responsibility.

Conversely, the three lowest mean scores, "I collaborate with community organizations to enhance student learning experiences related to citizenship" (4.34), "My lessons often include projects related to community service or engagement" (4.35), and "My teaching methods are designed to foster critical thinking about citizenship issues" (4.37), while still indicating agreement, point to areas where implementation or emphasis may be relatively lower.

Notably, the statement regarding collaboration with community organizations received the lowest mean, suggesting that this aspect of promoting civic engagement may be less emphasized or practiced compared to other areas. While teachers generally employ teaching methods to foster critical thinking and include community service projects, these areas, along with community collaboration, may represent opportunities for further development.

The result indicates that civic education delivery strategies can still be developed further. Teachers need supplemental resources combined with training that improves their capacity to work with community groups and create educational assignments involving service-learning activities. The collaboration between teachers and community organizations enables co-developing civic-based initiatives that give students practical learning opportunities to support abstract educational concepts. Students need proper instruction in critical thinking about citizenship matters to succeed at complex societal issues that lie ahead. Teachers require assistance in creating effective educational approaches that promote thorough civic thinking by participating in specialized seminars and group discussions about modern instructional practices.

The school can enhance its civic education programs through targeted improvements that will provide a comprehensive student learning experience in active citizenship. The school should change its curriculum organization to grant additional resources for essential service projects and critical thinking exercises while offering systematic training to teachers who specialize in service-learning and civic engagement practice. The implementation of community-based projects in teaching requires teacher's access to local organization resources, which will enable them to incorporate these projects into their instruction. VCCS will achieve increased teacher empowerment when it dedicates efforts to these strategic areas, which hone their ability to motivate students toward becoming informed and active citizens.

This aligns with Battistoni's (2019) work on service learning as a tool for enhancing civic responsibility. The value of the project citizen model in learning to develop student civic responsibility is supported by Rafzan et al. (2021). The need for empowering teachers through professional development to enhance understanding of civic responsibility is discussed by Saxe et al. (2019). The findings also highlight the need to connect theory with practice, as emphasized by Battistoni (2019) in connecting theory with practice, and to provide students with civic learning opportunities that translate to civic engagement, as highlighted by Kahne & Sporte (2020) in their research on developing citizens.

Table 4 presents the level of teachers' performance in Araling Panlipunan. The table includes a scale for the performance, frequency, percentage, and description. It can also be seen that the mean determines the level of teachers' performance.

Table 4. *Level of Teachers' Performance in Teaching Araling Panlipunan*

<i>Performance Average</i>	<i>Frequency</i>	<i>Percent</i>	<i>Description</i>
4.5-5.0	149	74.50	Outstanding
3.50-4.49	51	25.50	Very Satisfactory
2.50-3.49	0	0	
1.50-2.49	0	0	
1.0-1.49	0	0	
Total	200	100	
	Mean	4.57	Outstanding

The data reveal that the majority of teachers, 74.50%, are classified as 'Outstanding' (4.5-5.0), with 25.50% classified as 'Very Satisfactory' (3.50-4.49). Notably, no teachers fall into the lower performance categories. The overall mean performance is 4.57, also falling within the 'Outstanding' range. This distribution indicates a generally high level of teacher performance in teaching Araling Panlipunan. The teachers show consistent excellence in their performance because no teachers fall in the lower categories, indicating the need for a strong educational environment. The standardized excellence from teachers should provide equal learning quality to students, leading to better civic understanding and engagement.

The implications of this finding extend beyond the classroom to the broader community. With teachers performing at such a high level, VCCS is well-positioned to produce students who are well-equipped to participate actively in civic life. This can lead to increased community engagement, as students are more likely to become involved in local issues and contribute positively to societal challenges.

The emphasis on high teacher performance aligns with research that highlights the importance of teacher competency and its influence on learner performance in Araling Panlipunan, as discussed by Lagrio (2020). The findings also connect to the broader context of teacher quality and effective teaching practices, which are crucial for student learning outcomes.

Table 5 presents the correlation analysis between the relationship of the teachers' perception of civic responsibility and the teaching performance. It includes the variables, Pearson's *r*, *p*-value, and the interpretation.

Table 5. *Correlation of Teachers' Perception on Civic Responsibility and their Performance in Teaching Araling Panlipunan.*

<i>Variables</i>	<i>Pearson's r</i>	<i>p-value</i>	<i>Interpretation</i>
Understanding civic responsibility	-0.051	0.476	Not Significant
Attitude towards civic education	-0.091	0.201	Not Significant
Role in promoting civic engagement	-0.085	0.233	Not Significant

Correlation is significant at the 0.01 level

The result reveals that there are no significant correlations between teachers' understanding of civic responsibility, their attitude towards civic education, and their role in promoting civic engagement with their performance in teaching Araling Panlipunan. Specifically, the Pearson's *r* values for these relationships are -0.051, -0.091, and -0.085, respectively, with *p*-values of 0.476, 0.201, and 0.233. These findings suggest that while teachers may have strong perceptions about civic responsibility, these perceptions do not directly influence their performance in teaching Araling Panlipunan.

It implies that findings are significant for educational practices at Valencia City Central School (VCCS). Despite the lack of significant correlation, the school needs to continue supporting teachers in developing their understanding and attitudes towards civic education. This can enhance the overall quality of civic education, even if it does not directly impact performance in specific subjects like Araling Panlipunan. Rafzan et al. (2021) support the importance of ongoing professional development for teachers, which can improve their

ability to integrate civic values into their teaching practices. Additionally, Kahne and Sporte (2020) emphasize that fostering positive attitudes towards civic education among teachers is crucial for preparing students for active citizenship. While the correlation may not be significant, maintaining strong teacher perceptions of civic responsibility can still contribute to a broader culture of civic engagement within the school, which is beneficial for students' overall development as informed and engaged citizens.

In contrast, theoretical expectations such as Teacher Responsibility Theory (Ryan & Deci, 2000) posit that teachers' internal motivations and perceptions should influence their teaching practices. However, it may reflect complexities in the educational context, such as systemic barriers or external factors influencing teaching performance (De Vera, 2023). Further research could explore these discrepancies by examining additional variables, such as school support or curriculum constraints, to better understand the relationship between teachers' perceptions and their performance in civic education.

Conclusions

Based on the findings, the following conclusions were drawn:

Teachers at VCCS have very high perceptions of civic responsibility, emphasizing its importance in student development, curriculum integration, and community engagement activities. However, there is variability in their preparedness for teaching civic concepts due to limited training opportunities and collaboration practices. Teachers demonstrate outstanding performance in teaching Araling Panlipunan, reflecting their commitment to delivering quality instruction that incorporates civic education elements effectively. Despite high perceptions of civic responsibility and outstanding teaching performance, there is no significant relationship between these variables, suggesting that other factors may influence teachers' instructional effectiveness beyond their personal beliefs about civic education.

Based on the summary, findings, and conclusion of this study, the following recommendations were given:

DepEd is suggested to strengthen teacher training programs focused on integrating civic education into Araling Panlipunan instruction to address gaps in preparedness identified in this study. School administrators may foster collaborative environments where teachers can discuss civic education strategies with colleagues and engage with community organizations to enhance practical learning experiences for students. DepEd, as a policymaker, may consider revising policies to allocate more time within the curriculum for civic education topics, ensuring adequate coverage of both theoretical and practical aspects.

Researchers are encouraged to explore additional factors influencing teachers' performance in teaching Araling Panlipunan, such as school policies, administrative support, or student engagement levels, to provide a more comprehensive understanding of instructional effectiveness.

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