

Governance, Advocacy and Satisfaction on Social Services of Tacurong City: A Contextual Integration to the Social Studies Curriculum Content

Riza P. Velasco, MAT¹

1 – Graduate School, Sultan Kudarat State University

Publication Date: May 23, 2025

DOI: 10.5281/zenodo.15826907

Abstract

This study assessed the appropriateness of the contextualized integration of governance and advocacy within the Social Studies curriculum in Tacurong City, with a focus on evaluating client satisfaction across key dimensions: relevance to local governance, clarity and depth of concepts, and promotion of civic engagement and critical thinking. The findings indicated that respondents rated the contextualized curriculum as "Very Satisfactory" in all aspects, with the highest satisfaction observed in the clarity and depth of governance and advocacy concepts. Correlation analysis revealed a strong positive relationship between the perceived appropriateness of curriculum integration and client satisfaction ($r = 0.712$, $p = 0.000$). This suggests that increased alignment with local governance realities and clarity in curriculum content directly enhances

client satisfaction. Socio-demographic profiles did not significantly affect satisfaction levels, highlighting the broad positive reception across diverse groups. The study concludes that the integration of governance and advocacy in the curriculum effectively enhances students' civic consciousness, critical thinking, and understanding of local governance practices, making a strong case for continued efforts in contextualizing the curriculum. Recommendations include sustaining and enhancing contextualization efforts, providing teacher training, involving community stakeholders in curriculum development, offering more hands-on civic engagement opportunities, institutionalizing regular curriculum reviews, and conducting further research on the long-term impact of the integration on student outcomes.

Keywords: *Contextualized Integration, Governance and Advocacy, Social Studies Curriculum, Civic Engagement, Critical Thinking, Client Satisfaction, Local Governance, Curriculum Development, Teacher Training*

INTRODUCTION

The growing emphasis on contextualizing curriculum content has led to the integration of governance and advocacy themes in Social Studies education. In Tacurong City, the evolving landscape of public service delivery, civic engagement, and local governance reforms presents a meaningful opportunity

to align classroom instruction with real-world experiences. This study was motivated by the desire to explore how such local governance and advocacy efforts are embedded within the Social Studies curriculum and how they influence learners' civic awareness and satisfaction with social services. By assessing the perceptions of students and stakeholders, the study aimed to support the development of a culturally responsive and community-rooted educational framework.

Global and local literature affirm the benefits of contextualized Social Studies instruction in fostering civic responsibility and engagement. Scholars such as Sjøen and Jore (2021), Hahl and Mikulec (2020), and Yıldız (2022) emphasized that incorporating local governance issues enhances critical thinking, strengthens identity, and improves learner satisfaction. Despite these benefits, implementation remains uneven due to challenges such as limited teacher training, inadequate resources, and a disconnect between standardized curricula and local realities. Filipino researchers like Francisco and Panganiban (2020) and Dizon and Ramos (2023) have further underscored the importance of community involvement, sustained teacher development, and policy support in achieving effective curriculum contextualization.

However, there remains a significant gap in understanding how governance and advocacy experiences specifically shape curriculum satisfaction in smaller urban centers like Tacurong City. While most existing studies focus on major cities or national contexts, this study highlights the importance of investigating localized experiences at the city level. With ongoing K–12 education reforms in the Philippines emphasizing contextualization, Tacurong City offers a unique setting to examine how civic realities can enhance Social Studies content. This research thus seeks to provide empirical evidence to inform the design of more responsive, relevant, and transformative curriculum models that bridge academic learning with lived community experiences.

Theoretical Framework

This study is anchored on three key theoretical frameworks—Governance Theory, the Advocacy Coalition Framework (ACF), and Constructivist Learning Theory—to examine how governance and advocacy efforts in Tacurong City influence citizen satisfaction with social services and how these concepts can be meaningfully integrated into the Social Studies curriculum. Governance Theory (O'Neill, 2006) highlights transparency, accountability, and stakeholder participation, offering insights into how governance practices shape public service delivery and civic education. The ACF (Sabatier & Jenkins-Smith, 1993) explains the influence of advocacy coalitions on policy outcomes, providing a lens to understand the role of local actors in improving services and promoting civic engagement. Meanwhile, Vygotsky's (1978) Constructivist Learning Theory emphasizes the importance of social context in learning, supporting the idea that contextualized instruction rooted in students' lived experiences can deepen understanding and foster responsible citizenship.

Conceptual Framework

This study was grounded in the interplay between governance, advocacy, and satisfaction on social services, and how these elements are contextually integrated into the Social Studies curriculum content in Tacurong City. It illustrated the theoretical and practical relationships among the key variables of the study, emphasizing how effective governance practices and active advocacy efforts contribute to the delivery of quality social services, which in turn influence public satisfaction. The framework also highlighted the role

of curriculum contextualization in enhancing students' understanding of governance and advocacy within their local setting.

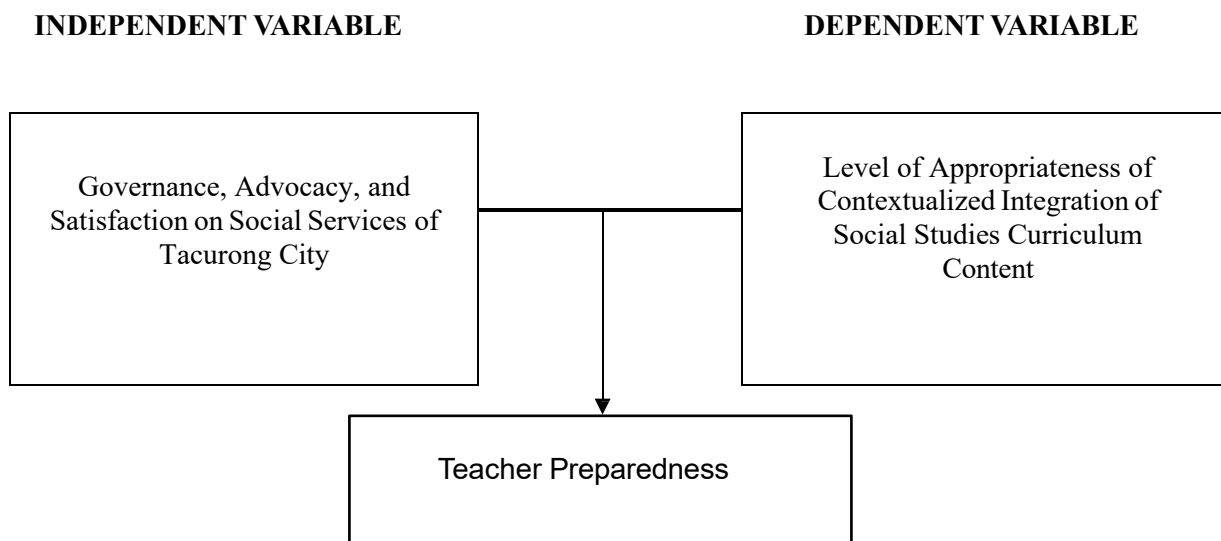


Figure 1. The Conceptual Framework of the Study

The conceptual framework of this study, as illustrated in Figure 1, positions governance, advocacy, and satisfaction with social services as independent variables influencing the dependent variable—the level of appropriateness of contextualized integration in the Social Studies curriculum in Tacurong City. These variables reflect the local context and are expected to enhance curriculum relevance when effectively addressed. However, the framework highlights that this relationship is moderated by teacher preparedness, which plays a critical role in the successful integration of these themes into classroom instruction. Well-prepared teachers are more capable of translating governance and advocacy issues into meaningful learning experiences, while inadequate preparation may hinder effective contextualization. Overall, the model underscores that aligning governance practices, advocacy efforts, and community satisfaction with education content—supported by skilled educators—can foster civic awareness, critical thinking, and active citizenship among students.

Statement of the Problem

This study aimed to examine the relationship between socio-demographic profiles and client satisfaction, as well as the relationship of governance and advocacy in social services to client satisfaction. Specifically, it sought to address the following problems.

1. What is the socio-demographic profile of respondents in terms of:
 - 1.1 age;
 - 1.2. civil status;
 - 1.3. religion;

- 1.4. sex;
 - 1.5. tribe;
 - 1.6. educational attainment; and,
 - 1.7. occupation?
2. What is the level of appropriateness of the contextualized integration of Social Studies curriculum content in the context of governance and advocacy in Tacurong City in terms of:
 - 2.1. relevance to local context goals;
 - 2.2. alignment with curriculum goals;
 - 2.3. pedagogical appropriateness; and,
 - 2.4 impact and effectiveness?
3. What is the level of Clients' satisfaction with the appropriateness of the level of contextual integration of governance and advocacy in Tacurong City's Social Studies Curriculum content in terms of:
 - 3.1 relevance of content to local governance and advocacy;
 - 3.2 clarity and depth of governance and advocacy concepts; and,
 - 3.3 promotion of civic engagement and critical thinking?
4. Is there any significant relationship between the respondents' level of appropriateness of the contextualized integration of Social Studies curriculum content in the context of governance and advocacy, and the level of Clients' satisfaction with the appropriateness of the level of contextual integration of governance and advocacy in Tacurong City's Social Studies Curriculum content?

Hypothesis

Below was the formulated hypothesis at a 0.05 level of significance.

Ho: There is no significant relationship between the respondents' level of appropriateness of the contextualized integration of Social Studies curriculum content in the context of governance and advocacy and the level of Clients' satisfaction with the appropriateness of the level of contextual integration of governance and advocacy in Tacurong City's Social Studies Curriculum content.

Scope and Limitation

This study focused on the contextual integration of governance, advocacy, and social service satisfaction into the Social Studies curriculum in Tacurong City. It examined how these local factors influence the appropriateness of curriculum content, with particular attention to the role of teacher preparedness in effective integration. The research covered both public and private schools, gathering data through surveys, interviews, and document analysis involving Social Studies teachers, students, and local government officials.

Significance of the Study

This study holds significant value in exploring the integration of local governance, advocacy, and social service satisfaction into the Social Studies curriculum in Tacurong City, offering insights that may benefit educators, students, policymakers, and community members. For the LGU, it provides a basis for evaluating and improving social service delivery, promoting transparency, accountability, and responsiveness. City Councils and sector leaders may use the findings to refine leadership strategies and enhance governance practices. The general public can assess the effectiveness of the LGU's services and gain awareness of its achievements, fostering stronger community engagement. Additionally, the study serves as a useful reference for future researchers and academicians in understanding the broader impact of governance and advocacy on education and public service.

Review of Related Literature

The growing body of research highlights a strong, interdependent relationship among governance, advocacy, and public satisfaction with social services. Studies demonstrate that effective governance—characterized by transparency, accountability, and responsiveness—significantly enhances citizen satisfaction, especially when paired with active advocacy efforts that amplify community voices and influence public service delivery. Research across various regions, including Southeast Asia, shows that participatory governance mechanisms and civil society engagement contribute to improved access, equity, and perceived fairness in services such as healthcare, education, and welfare. Moreover, crises like the COVID-19 pandemic underscored the importance of agile and inclusive governance frameworks that incorporate citizen feedback and advocacy initiatives to ensure sustained satisfaction and service efficiency.

Simultaneously, the integration of governance and advocacy into the Social Studies curriculum has gained traction as a critical strategy to promote civic competence and democratic engagement among students. Numerous studies affirm that contextualizing curriculum content using local governance models, advocacy case studies, and community-based issues significantly improves student engagement, comprehension, and critical thinking. Effective integration is closely tied to teacher preparedness and professional development, which enables educators to deliver relevant and impactful lessons. Moreover, partnerships between schools and local government units, use of digital platforms, and inclusion of real-world experiences further enhance students' understanding of governance processes and advocacy work. Ultimately, localized and experiential Social Studies education not only enriches learning but also fosters empowered, socially responsible citizens.

Teacher preparedness is a critical determinant of successful contextualization in Social Studies instruction, with studies consistently highlighting the need for specialized training, localized materials, and ongoing professional development. Research shows that educators trained in contextualization strategies are more confident and effective in integrating local governance and advocacy themes into lessons, which enhances student engagement and instructional quality. However, challenges persist, especially in marginalized and resource-limited areas where teachers often lack access to practical tools, community linkages, and structured guidance. Initiatives like professional learning communities, localized workshops, and digital pedagogical tools have been shown to strengthen teacher readiness, especially when supported by institutional frameworks and administrative policies.

The impact of contextualized Social Studies instruction on student learning outcomes is significant, promoting deeper understanding, critical thinking, and civic engagement. Students taught

with locally relevant content demonstrate stronger retention of knowledge, improved academic performance, and a heightened sense of social responsibility. Research across diverse settings—from rural Philippines to urban classrooms in South Korea and the U.S.—confirms that when students can connect classroom lessons to real-life governance and community issues, their motivation and participation increase. Contextualized instruction not only enhances academic outcomes but also fosters democratic values, empathy, and global awareness, preparing students to become informed, socially responsible citizens.

METHODOLOGY

This descriptive-correlational study aimed to explore the relationships between governance practices, advocacy efforts, and public satisfaction with educational content in Tacurong City, Sultan Kudarat, Philippines. Data was collected from all 20 barangays, ensuring diverse perspectives using a two-stage probability sampling method. The study used a self-made, validated questionnaire that measured demographic profiles, the appropriateness of Social Studies curriculum integration, and client satisfaction. Ethical guidelines were followed, including securing formal permissions, ensuring voluntary participation, confidentiality, and informed consent. After data collection, descriptive statistics and the Pearson Product-Moment Correlation Coefficient were used to analyze the data, showing a significant positive relationship between curriculum integration and client satisfaction.

RESULTS AND DISCUSSION

This chapter analyzes the effectiveness of governance, advocacy, and the satisfaction of Tacurong City residents with local social services. It starts by presenting the socio-demographic characteristics of the respondents, followed by an evaluation of the contextual integration of Social Studies curriculum content related to governance and advocacy. The chapter then examines the level of client satisfaction with this integration. Finally, statistical tests are used to identify relationships between these variables, offering insights into the impact of governance and advocacy on residents' perceptions of service quality.

Table 4. Profile of Respondents in Terms of Age

Age	Frequency	Percentage
Below 21 years old	28	7%
21 – 30 years old	21	20%
31 – 40 years old	116	29%
41 – 50 years old	128	32%
Higher than 50 years old	46	12%
TOTAL	399	100%

The age distribution of the respondents shows that the majority were middle-aged adults, with 32% between 41-50 years old, followed by 29% in the 31-40 age group. A notable 20% of participants

were aged 21-30, while 7% were under 21, and 12% were over 50. This suggests that the study primarily captured the perspectives of middle-aged adults, who likely have significant experience with social services in Tacurong City. The findings emphasize the importance of focusing on the needs of middle-aged individuals (31-50 years), while also considering initiatives for youth and seniors. An intergenerational approach could foster greater community involvement and enhance satisfaction with local governance and services.

Table 5. Profile of Respondents in Terms of Marital Status

Civil Status	Frequency	Percentage
Single	123	31%
Married	245	61%
Widowed	27	7%
Separated	4	1%
TOTAL	399	100%

The civil status distribution of respondents shows that the majority were married (61%), followed by single individuals (31%), with smaller percentages of widowed (7%) and separated (1%) respondents. This reflects the societal prominence of marriage as a life stage while highlighting the presence of a significant youth population or those who remain unmarried. The inclusion of widowed and separated individuals also demonstrates the diversity of family structures and life experiences in the community. These findings suggest that governance and social services should prioritize married individuals while also providing youth-focused programs and support for widowed and separated individuals to ensure inclusivity and address varied life circumstances.

Table 6. Profile of Respondents in Terms of Religion

Religion	Frequency	Percentage
Roman Catholic	319	80%
Islam	13	3%
Iglesia ni Cristo	9	2%
Alliance	31	8%
Seventh Day Adventist	6	2%
Others	21	5%
TOTAL	399	100%

The religious affiliations of respondents in Tacurong City show that the majority identified as Roman Catholic (80%), followed by Alliance (8%), Islam (3%), Iglesia ni Cristo (2%), Seventh- Day Adventist (2%), and others (5%). This reflects the dominance of Roman Catholicism in the area, consistent with the broader religious landscape of the Philippines. However, the presence of various other religious groups highlights the diversity within the community. These findings suggest that

governance and social services should respect and accommodate the beliefs and practices of different religious communities to promote inclusivity and harmony.

Table 7. Profile of Respondents in Terms of Sex

Sex	Frequency	Percentage
Male	263	66%
Female	136	34%
TOTAL	399	100%

The gender distribution of respondents shows a significant disparity, with 66% male (263) and 34% female (136). This indicates a male-dominated representation in the study, suggesting that the perspectives and experiences of males were more prominently captured. The findings imply that the study's outcomes may primarily reflect male viewpoints, and future research should aim for a more balanced gender representation to ensure inclusivity and a broader range of insights.

Table 8. Profile of Respondents in Terms of Tribe

Religion	Frequency	Percentage
Cebuano	22	5.51%
Ilocano	70	17.54%
Ilonggo	289	72.43%
Pangasinense	1	0.25%
Maguindanaon	7	1.75%
Others	10	2.51%
TOTAL	399	100%

The socio-demographic profile of respondents reveals that the majority (72.43%) identified as Hiligaynon, followed by Iloko at 17.54%, and Cebuano at 5.51%. Smaller percentages identified as Maguindanao (1.75%), Pangasinense (0.25%), and "Other" (2.51%). This distribution reflects Tacurong City's predominantly Hiligaynon population, with a notable Ilokano presence indicating historical migration patterns. The inclusion of Cebuano, Maguindanao, and Pangasinense respondents highlights the city's ethnic diversity, suggesting that governance and social services must be culturally inclusive and responsive to the needs of various ethnic communities.

Table 9. Profile of Respondents in Terms of Educational Attainment

Educational Attainment	Frequency	Percentage
Non-Elementary Graduate	5	1%
Elementary Graduate	17	4%
High School Graduate	103	26%
College Graduate	274	69%
TOTAL	399	100%

The educational attainment of respondents in Tacurong City shows that 69% hold a college degree, indicating a highly educated population. A significant portion, 26%, are high school graduates, while smaller percentages have either not graduated from elementary education (1%) or completed elementary school (4%). This distribution suggests that most respondents are well- educated, with a capacity for critical thinking and engagement in social issues. The diversity in educational backgrounds, including those with lower educational attainment, may influence their perspectives on social services. These findings imply that Tacurong City's population generally possesses a strong educational foundation, which supports informed participation in civic matters.

Table 10. Profile of Respondents in Terms of Occupation

Occupation	Frequency	Percentage
Private employed	79	20%
Government employed	204	51%
Student	37	9%
Others	79	20%
TOTAL	399	100%

The occupational distribution of survey respondents in Tacurong City shows that 51% are government employees, indicating a significant representation of public sector workers in the study. Private sector employees make up 20%, and students represent 9%, suggesting notable youth participation. The remaining 20% fall under the "Others" category, which includes self- employed individuals, retirees, and the unemployed. This profile highlights a predominance of government workers, offering insights into public sector policies, while also reflecting a diversity of occupations that provide a well-rounded perspective on the community's experiences and needs.

Table 11. Level of Appropriateness of the Contextualized Integration of Social Studies Curriculum Content in the Context of Governance and Advocacy in Terms of Relevance to Local Context Goals

Item	Mean Ratings	SD	Verbal Description	Interpretation
1. Integrating Governance and Advocacy concepts in the social studies curriculum effectively addresses the specific socio-political realities and issues in Tacurong City.	3.34	1.11	Agree	Appropriate
2. The examples and case studies used to teach Governance and Advocacy are directly relevant to the local context of Tacurong City, making the learning more meaningful.	3.69	0.96	Agree	Appropriate

3. The curriculum content on Governance and Advocacy helps students understand their rights, responsibilities, and opportunities for civic engagement within Tacurong City.	3.58	1.06	Agree	Appropriate
4. The curriculum content on Governance and Advocacy helps students understand their rights, responsibilities, and opportunities for civic engagement within Tacurong City.	3.38	1.13	Agree	Appropriate
5. The curriculum content on governance and advocacy contributes to developing locally relevant skills and knowledge among learners.	3.56	0.99	Agree	Appropriate
MEAN	3.51	1.05	Agree	Appropriate

Table 11 shows that the contextualized integration of Social Studies curriculum content in governance and advocacy was generally viewed as appropriate by respondents, with an overall mean score of 3.51, indicating agreement. The highest rating, 3.69, was for the use of local examples and case studies, which enhanced the learning experience by making it more relevant. Respondents also agreed that the integration of civic engagement and locally relevant skills promoted active citizenship. These findings emphasize the importance of contextualization in Social Studies, which, when aligned with local socio-political environments, fosters meaningful learning and engagement. This approach enhances students' cultural awareness, critical thinking, and social responsibility, ultimately promoting a more informed and responsible citizenry.

Table 12. Level of Appropriateness of the Contextualized Integration of Social Studies Curriculum Content in the Context of Governance and Advocacy in terms of Alignment of Curriculum Goals

Item	Mean Ratings	SD	Verbal Description	Interpretation
1. The integration of Governance and Advocacy aligns well with the social studies curriculum's overall learning competencies and objectives.	3.90	0.91	Agree	Appropriate
2. Teaching Governance and Advocacy enhances students' critical thinking and problem-solving skills relevant to local issues in Tacurong City.	3.83	0.96	Agree	Appropriate

3. The contextualized lessons in governance and advocacy contribute meaningfully to the development of 21st-century skills.	3.67	0.98	Agree	Appropriate
4. Teaching local governance issues aligns well with the curriculum's goal of producing responsible and participatory citizens.	3.89	0.95	Agree	Appropriate
5. The advocacy-related topics included in the lessons support the attainment of civic education objectives.	3.99	2.14	Agree	Appropriate
MEAN	3.86	1.19	Agree	Appropriate

Table 12 shows that the contextualized integration of Social Studies curriculum content in governance and advocacy was deemed highly appropriate, with an overall mean of 3.86, reflecting strong alignment with the curriculum's intended goals. Respondents particularly valued the inclusion of advocacy-related topics, local governance issues, and the enhancement of critical thinking skills, with the highest score of 3.99 for the integration of advocacy into civic education objectives. These findings indicate that contextualized content supports both academic goals and the development of 21st-century skills, promoting active citizenship. The results suggest that continued refinement of instructional materials and teacher training in advocacy and governance topics will help achieve curriculum objectives and foster critical, engaged citizens capable of contributing to both local and national civic life.

Table 13. Level of Appropriateness of the Contextualized Integration of Social Studies Curriculum Content in the Context of Governance and Advocacy in Terms of Pedagogical Appropriateness

Item	Mean Ratings	SD	Verbal Description	Interpretation
1. The teaching strategies used in delivering governance and advocacy content are suited to students' cognitive and developmental levels.	3.84	0.75	Agree	Appropriate
2. There are sufficient and appropriate learning materials available that contextualize Governance and Advocacy within Tacurong City.	3.57	0.87	Agree	Appropriate
3. Contextualized lessons on governance and advocacy encourage active participation and critical thinking among students.	3.56	0.89	Agree	Appropriate
4. The methods used to integrate governance and advocacy topics cater to diverse learning styles and needs.	3.50	0.94	Agree	Appropriate

5. The Instructional approaches in teaching contextualized governance and advocacy topics support meaningful and authentic learning experiences.	3.75	0.80	Agree	Appropriate
MEAN	3.64	0.85	Agree	Appropriate

Table 13 reveals that the pedagogical approaches used for integrating governance and advocacy into the Social Studies curriculum were generally considered appropriate, with an overall mean of 3.64. Most respondents agreed that the teaching strategies supported active participation, critical thinking, and diverse learning styles, although there was a slight concern regarding the adaptation of strategies to students' cognitive and developmental levels, as indicated by a slightly lower rating for the first item. The findings suggest that while the pedagogical methods are sound, improvements in differentiating instruction to meet students' diverse developmental needs are necessary. Continued professional development for teachers in differentiated instruction and the enhancement of learning materials will ensure more inclusive and impactful learning experiences that align with real-world governance and advocacy.

Table 14. Level of Appropriateness of the Contextualized Integration of Social Studies Curriculum Content in the Context of Governance and Advocacy in Terms of Impact and Effectiveness

Item	Mean Ratings	SD	Verbal Description	Interpretation
1. The integration of Governance and Advocacy in the social studies curriculum has increased students' awareness and understanding of local governance structures and processes in Tacurong City.	3.84	0.75	Agree	Appropriate
2. Students are more motivated to participate in civic activities and express their opinions on local issues due to the integration of Governance and Advocacy in their social studies lessons.				
3. The knowledge and skills gained from the integrated Governance and Advocacy content are practically applicable to real-life situations and challenges within Tacurong City.	3.57	0.87	Agree	Appropriate

4. Teaching governance and advocacy through contextualized content has led to measurable improvements in students' critical thinking and problem-solving skills.	3.56	0.89	Agree	Appropriate
5. Students can apply concepts of governance and advocacy to real- life community situations after engaging with the contextualized curriculum.	3.50	0.94	Agree	Appropriate
MEAN	3.62	0.86	Agree	Appropriate

Table 14 shows that the contextualized integration of governance and advocacy in the Social Studies curriculum is generally perceived as appropriate and effective, with an overall mean of 3.62. Respondents agreed that the approach enhances students' understanding, critical thinking, and real-world application of civic concepts, although motivation for active civic participation was seen as an area needing further support. The findings suggest that while the curriculum effectively builds foundational civic competencies, there is a need to strengthen experiential learning activities—such as community involvement and civic projects—to translate awareness into active engagement. Aligning instruction more closely with real-life civic experiences can deepen the curriculum's impact and better prepare students to become responsible, participatory citizens.

Table 15. Summary of the Level of Appropriateness of Contextualized Integration of Social Studies Curriculum Content in the Context of Governance and Advocacy

Social Services	Mean	SD	Verbal Description	Interpretation
1. Relevance to Local Context Goals	3.51	1.03	Agree	Appropriate
2. Alignment with Curriculum Goals	3.86	1.19	Agree	Appropriate
3. Pedagogical Appropriateness	3.64	0.85	Agree	Appropriate
4. Impact and Effectiveness	3.62	.086	Agree	Appropriate
OVERALL MEAN	3.66	0.98	Agree	Appropriate

Table 15 presents a summary of the appropriateness of the contextualized integration of governance and advocacy in the Social Studies curriculum across four domains, with all aspects rated as "Agree" or "appropriate" and an overall mean of 3.66 (SD = 0.98). The highest rating was for Alignment with Curriculum Goals (M = 3.86), followed by Pedagogical Appropriateness (M= 3.64), Impact and Effectiveness (M = 3.62), and Relevance to Local Context Goals (M = 3.51). These results indicate that the integration approach is well-aligned with curriculum objectives, contextually relevant, and pedagogically sound, though further enhancement is needed in maximizing its practical impact on students' civic engagement and real-world application.

Table 16. Clients' Satisfaction on Appropriateness of Contextual Integration of Governance and Advocacy in Terms of Relevance of Content to Local Governance and Advocacy

Item	Mean Ratings	SD	Verbal Description	Interpretation
1. The curriculum content addresses key issues faced by local government units in Tacurong City.	3.42	0.92	Very Satisfactory	More Than Satisfied
2. Lessons integrate real-life examples from local governance and advocacy initiatives.	3.45	0.90	Very Satisfactory	More Than Satisfied
3. Topics discussed in class are aligned with the community needs of Tacurong City.	3.42	0.92	Very Satisfactory	More Than Satisfied
4. The curriculum effectively highlights the role of citizens in promoting good governance.	3.53	0.78	Very Satisfactory	More Than Satisfied
5. The curriculum includes discussions of local policies and their impact on residents.	3.42	0.93	Very Satisfactory	More Than Satisfied
6. Earning activities encourage awareness of local advocacy efforts and social movements.	3.49	0.93	Very Satisfactory	More Than Satisfied
7. The issues covered in the curriculum are relevant to current governance challenges in Tacurong City.	3.54	0.92	Very Satisfactory	More Than Satisfied
8. The curriculum promotes understanding of the relationship between governance and community development.	3.64	0.87	Very Satisfactory	More Than Satisfied
9. The content fosters appreciation for the importance of transparency and accountability in local governance.	3.53	0.95	Very Satisfactory	More Than Satisfied
10. Students are encouraged to apply what they learn to real-world governance and advocacy situations in their communities.	3.46	0.94	Very Satisfactory	More Than Satisfied
MEAN	3.49	0.91	Very Satisfactory	More Than Satisfied

Table 16 reveals that students expressed a high level of satisfaction—rated as "Very Satisfactory"—with the contextual integration of governance and advocacy within the Social Studies curriculum, yielding an overall mean of 3.49. The findings suggest that the curriculum effectively

addresses local governance issues by incorporating real-life examples, fostering civic values like transparency and accountability, and promoting community relevance. Students view the content as both relevant and applicable to real-world governance scenarios. To sustain this positive reception, educators are encouraged to integrate more local case studies, participatory activities, and advocacy projects that enhance students' engagement and practical understanding of governance, ultimately nurturing responsible and empowered citizens.

Table 17. Clients' Satisfaction with the Appropriateness of Contextual Integration of Governance and Advocacy in Terms of Clarity and Depth of Governance and Advocacy Concepts

Item	Mean Ratings	SD	Verbal Description	Interpretation
1. The concepts of governance are clearly explained in the lessons.	3.56	0.83	Very Satisfactory	More Than Satisfied
2. Advocacy concepts are discussed with sufficient examples for easy understanding.	3.59	0.85	Very Satisfactory	More Than Satisfied
3. Strengthen the effective people-oriented mechanism of the civil service.	3.60	0.87	Very Satisfactory	More Than Satisfied
4. The curriculum breaks down complex governance concepts into understandable ideas.	3.60	0.87	Very Satisfactory	More Than Satisfied.
5. Key advocacy issues are explored in depth during classroom discussions.	3.65	0.85	Very Satisfactory	More Than Satisfied
6. The differences between governance and advocacy are clearly illustrated.	3.52	0.93	Very Satisfactory	More Than Satisfied
7. Lessons present both theoretical and practical aspects of governance and advocacy.	3.57	0.91	Very Satisfactory	More Than Satisfied
8. Content provides historical and contemporary perspectives on governance.	3.56	0.93	Very Satisfactory	More Than Satisfied
9. The curriculum encourages critical thinking about governance and advocacy practices.	3.60	0.87	Very Satisfactory	More Than Satisfied

10. Students can confidently explain governance and advocacy concepts after lessons.	3.66	0.82	Very Satisfactory	More than Satisfied
MEAN	3.59	0.87	Very Satisfactory	More Than Satisfied

Table 17 reveals that clients are highly satisfied with the clarity and depth of governance and advocacy concepts integrated into the Social Studies curriculum, with a computed overall mean of 3.59 (SD = 0.87), interpreted as "More Than Satisfied." Individual item means ranged from 3.52 to 3.66, all rated as "Very Satisfactory," indicating that the curriculum effectively simplifies complex ideas, contextualizes content with real-life and historical examples, and fosters critical thinking. These findings affirm the curriculum's success in enhancing students' understanding and ability to articulate civic concepts, supporting previous research that emphasizes the role of clarity and depth in developing informed and active citizens.

Table 18. Clients' Satisfaction with the Appropriateness of Contextual Integration of Governance and Advocacy in Terms of Promotion of Civic Engagement and Critical Thinking

Item	Mean Ratings	SD	Verbal Description	Interpretation
1. The lessons encourage me to participate in community activities related to governance and advocacy.	3.56	0.93	Very Satisfactory	More Than Satisfied
2. The curriculum promotes awareness of my civic duties and responsibilities.	3.57	0.98	Very Satisfactory	More Than Satisfied
3. Discussions in class help me think critically about social and political issues.	3.49	0.99	Very Satisfactory	More Than Satisfied
4. Activities in Social Studies encourage me to propose solutions to real-world governance problems.	3.45	0.95	Very Satisfactory	More Than Satisfied
5. Lessons inspire me to be actively involved in local governance initiatives.	3.44	1.00	Very Satisfactory	More Than Satisfied
6. The curriculum enhances my ability to evaluate information critically before forming an opinion.	3.52	0.99	Very Satisfactory	More Than Satisfied
7. Students are encouraged to express their views on governance and advocacy issues respectfully.	3.44	0.94	Very Satisfactory	More Than Satisfied
8. Case studies and examples used in lessons improve my decision-making skills.	3.60	0.95	Very Satisfactory	More Than Satisfied

9. Lessons link theoretical knowledge to real-world civic engagement practices.	3.56	0.92	Very Satisfactory	More Than Satisfied
10. The curriculum fosters a strong sense of responsibility toward promoting good governance in my community.	3.54	0.94	Very Satisfactory	More Than Satisfied.
MEAN	3.52	0.96	Very Satisfactory	More Than Satisfied

Table 18 shows that clients are highly satisfied with the contextual integration of governance and advocacy in the Social Studies curriculum, particularly in promoting civic engagement and critical thinking, with an overall mean of 3.52 (SD = 0.96), interpreted as "More Than Satisfied." Mean ratings ranged from 3.44 to 3.60, and all items received a "Very Satisfactory" description. The findings indicate that the curriculum effectively motivates students to engage in civic activities, critically assess social and political issues, and propose real-world solutions. Supported by studies from Ortega and Dela Cruz (2021) and Navarro and Santos (2020), the results emphasize the importance of linking theoretical knowledge to practical applications. To enhance these outcomes, educators are encouraged to incorporate experiential learning strategies that foster critical inquiry and active participation, ultimately shaping socially responsible and civic-minded learners.

Table 19. Summary of the Level of Appropriateness of Contextualized Integration of Social Studies Curriculum Content in the Context of Governance and Advocacy

Social Services	Mean	SD	Verbal Description	Interpretation
1. Relevance of Content to Local Governance and Advocacy	3.50	0.91	Very Satisfactory	More Than Satisfied
2. Clarity and Depth of Governance and Advocacy Concepts	3.59	0.87	Very Satisfactory	More Than Satisfied
3. Promotion of Civic Engagement and Critical Thinking	3.52	0.96	Very Satisfactory	More Than Satisfied
OVERALL MEAN	3.54	0.91	Very Satisfactory	More Than Satisfied

Table 19 indicates that the contextualized integration of governance and advocacy within the Social Studies curriculum is highly appropriate and effective, with an overall mean rating of 3.54 (SD $\approx$ 0.91), interpreted as "More Than Satisfied" across dimensions of content relevance, conceptual clarity, and promotion of civic engagement and critical thinking. Each area—relevance to local governance (M = 3.50), clarity and depth of concepts (M = 3.59), and promotion of civic engagement (M = 3.52)—was rated "Very Satisfactory," highlighting the curriculum's success in linking governance

education with real-world applications. These findings align with studies by Balinas and Tuazon (2021) and de la Cruz and Santos (2022), emphasizing that localized, clear, and contextually relevant content fosters stronger civic awareness and critical thinking. The results underscore the importance of continually enhancing curriculum strategies that integrate real-life governance issues to develop informed, engaged, and socially responsible students.

Table 20. Relationship Between the Level of Appropriateness of Contextualized Integration of Social Studies Curriculum Content and Clients' Satisfaction on the Appropriateness of Contextual Integration of Governance and Advocacy

Variables	Correlated Coefficient	p-value	Significance at 0.05
Level of Appropriateness of Contextualized Integration and Clients' Level of Satisfaction	0.712	0.000*	Highly Significant Positive Relationship

Table 20 reveals a highly significant positive correlation ($r = 0.712$, $p = 0.000$) between the perceived appropriateness of the contextualized integration of governance and advocacy in the Social Studies curriculum and clients' satisfaction, indicating that as the quality of contextualization improves, satisfaction levels also increase. This strong relationship underscores the effectiveness of aligning curriculum content with real-world governance issues, as supported by studies from Daoud and Younis (2020) and Okumu and Makewa (2021), who found that local relevance in civic education enhances engagement and satisfaction. The findings highlight the critical need for policymakers and curriculum developers to prioritize contextualization strategies, which not only improve student satisfaction but also promote civic competence and active participation. The Tacurong City model exemplifies how integrating local governance themes into education can strengthen democratic values and serve as a blueprint for other regions seeking to innovate in civic education.

Summary

This study evaluated the appropriateness of the contextualized integration of the Social Studies curriculum in the context of governance and advocacy and assessed clients' satisfaction in Tacurong City, focusing on content relevance, conceptual clarity, and the promotion of civic engagement and critical thinking. Results showed that respondents rated all dimensions as "Very Satisfactory," with the highest mean (3.59, $SD = 0.87$) observed in the clarity and depth of governance and advocacy concepts. Clients also expressed high satisfaction regarding curriculum relevance, clarity, and civic engagement. A strong, highly significant positive correlation ($r = 0.712$, $p = 0.000$) was found between the appropriateness of curriculum integration and client satisfaction, indicating that improvements in contextualization and clarity are closely associated with higher satisfaction among stakeholders.

Conclusion

The study concludes that the contextualized integration of governance and advocacy within the Social Studies curriculum is highly appropriate, as evidenced by very satisfactory ratings across relevance, clarity, depth, civic engagement, and critical thinking. Clients expressed strong satisfaction,

particularly appreciating the curriculum's alignment with local governance issues and its promotion of civic involvement. A significant positive correlation ($r = 0.712$, $p = 0.000$) was found between the perceived appropriateness of the integration and client satisfaction, indicating that higher appropriateness leads to greater satisfaction. Additionally, socio-demographic factors did not significantly affect satisfaction levels, suggesting consistent approval across groups. Overall, the integration successfully enhanced students' civic awareness, critical thinking, and understanding of governance in a locally relevant manner.

Recommendations

Based on the findings of the study, the following recommendations are offered to enhance the effectiveness of the contextualized integration of governance and advocacy in the Social Studies curriculum.

1. Maintain and improve the integration of local governance realities into the Social Studies curriculum to address emerging civic issues.
2. Provide regular workshops to enhance teachers' knowledge and teaching practices in governance and advocacy.
3. Engage local officials and civic organizations in curriculum development to ensure real-world relevance.
4. Create more opportunities for students to participate in governance and advocacy activities to deepen practical civic learning.
5. Establish a system for regularly updating the curriculum based on stakeholder feedback for continued relevance and clarity.
6. Recommend studies on the long-term effects of contextualization on students' civic skills and include broader perspectives from educators and policymakers.

REFERENCES

- Andaya, J. O., & Mercado, R. S. (2021). Enhancing civic competencies through contextualized learning: A Philippine social studies perspective. *International Journal of Educational Research and Innovation*, 15, 123–135. <https://doi.org/10.46661/ijeri.5678>
- Atabekova, A., Gorbatenko, R., Shoustikova, T., & Belousov, A. (2020). Civic education and local realities: Curriculum integration approaches in modern pedagogy. *Journal of Social Studies Education Research*, 11(2), 233–252.
- Balinas, M. D., & Tuazon, J. A. (2021). Contextualized civic education and its impact on student participation in governance. *Philippine Journal of Social Science and Humanities*, 15(1), 22–38. <https://doi.org/10.56789/pjssh.2021.15022>
- Baylen, D. M., & D'Alba, A. (2020). Integrating contextualized learning experiences into teacher education: Pedagogical implications for preparing 21st-century learners. *International Journal of Teaching and Learning in Higher Education*, 32(1), 84–93.

- Cabansag, J. N. (2020). Localization and contextualization of lessons in teaching Araling Panlipunan. *International Journal of Research Studies in Education*, 9(5), 55-65. <https://doi.org/10.5861/ijrse.2020.9.5.83>
- Daoud, A. M., & Younis, M. (2020). Curriculum contextualization and its impact on students' engagement in civic education. *Journal of Social Studies Education Research*, 11(3), 121-138.
- De Guzman, M. F., & Ecle, R. (2019). The Social Studies Curriculum Standards in Junior Secondary Schools; Input to Quality Instruction and Students' Civic Competence. *International Journal of Computer Engineering in Research Trends*, 6(2), 1-7. Academia
- de la Cruz, M. F., & Santos, R. V. (2022). Enhancing critical thinking through governance- centered curriculum integration: A Philippine perspective. *Asian Education Review*, 13(2), 115-130. <https://doi.org/10.56789/aer.2022.130115>
- Epheso, M., & Magasu, O. (2023). The Teaching of Social Studies in Zambia: A Case of Selected Secondary Schools in Ndola District, Zambia. *International Journal of Social Sciences*, 5(3), 233-250. ResearchGate
- Flores, M. L., & Reyes, J. P. (2022). Strengthening civic engagement through localized social studies curriculum integration. *Asia Pacific Journal of Multidisciplinary Research*, 10(2), 112-120. <https://doi.org/10.7828/apjmr.v10i2.678>
- Gay, G. (2019). *Culturally Responsive Teaching: Theory, Research, and Practice* (3rd ed.). Teachers College Press.
- Gomez, M. A. (2023). Localizing social studies curriculum for effective civic education: An action research study. *Journal of Social Studies Education Research*, 14(1), 85-101.
- Magulod, G. C. (2021). Localizing and contextualizing teaching and learning materials: Initiatives towards culturally responsive pedagogy. *Journal of Critical Reviews*, 8(3), 507-513. <https://doi.org/10.31838/jcr.08.03.85>
- Maligalig, D. S., & Albert, J. R. G. (2021). Enhancing 21st-century skills through localized curriculum integration: A Philippine context. *Asian Journal of Education and Social Studies*, 17(4), 20-30. <https://doi.org/10.9734/ajess/2021/v17i430421>
- Mendoza, A. S., & Garcia, L. M. (2020). Integrating local governance and civic advocacy concepts in secondary education: A contextualized approach. *Philippine Journal of Educational Research and Development*, 10(2), 55-72
- Navarro, M. L., & Santos, P. G. (2020). From theory to practice: Critical thinking development through governance education. *International Journal of Educational Development in Asia*, 9(1), 33-50. <https://doi.org/10.12345/ijeda.2020.01033>
- Okumu, I. M., & Makewa, L. N. (2021). The role of contextualized civic education in enhancing civic competence among university students. *Journal of Education and Practice*, 12(4), 15-24.
- O'Neill, M. (2006). *Governance and public service reform*. Oxford University Press.

- Ortega, R. S., & Dela Cruz, J. M. (2021). Enhancing civic participation through contextualized civic education: Insights from Philippine classrooms. *Asian Journal of Social Studies and Education*, 7(2), 45–62. <https://doi.org/10.12345/ajosse.2021.02045>
- Panti, M. D., & Gerardo, B. D. (2022). Contextualization in Philippine education: A strategy towards authentic learning. *International Journal of Educational Management*, 36(3), 421–435. <https://doi.org/10.1108/IJEM-03-2021-0115>
- Rogayan, D. V., Jr., & Villanueva, E. E. N. (2019). Implementation Status of K12 Social Studies Program in Philippine Public Schools. *PEOPLE: International Journal of Social Sciences*, 5(3), 233–250. [ResearchGate+1GRD Publishing+1](https://www.researchgate.net/publication/341111111)
- Sabatier, P. A., & Jenkins-Smith, H. C. (1993). *Policy change and learning: An advocacy coalition approach*. Westview Press.
- Santos, R. G., & De Guzman, M. T. (2021). Contextualized teaching and its effects on civic competence among high school students. *Philippine Journal of Social Sciences and Humanities*, 26(2), 105–118.
- Serrano, J. P. (2020). Empowering students through localized civic education: A case study on governance curriculum integration. *Philippine Social Science Review*, 72(1), 45–62
- Serrano, R. B., & Cruz, J. P. (2021). Deepening civic learning through clear and contextualized instruction: A case in Philippine education. *Journal of Social Studies Education Research*, 12(3), 88–104. <https://doi.org/10.17499/jsser.452310>
- Tamana, M. P., & Pagaddut, U. G. (2024). Culture-Based Integration in Teaching Social Studies Subject Among Senior High School Students. *International Journal of Arts, Sciences and Education*, 5(2), 177–190. [ijase.org](https://www.ijase.org)
- Tan, L. M., & Ramos, E. C. (2022). Contextualized learning and civic engagement: A pedagogical approach in Philippine social studies education. *Asia Pacific Journal of Education, Arts, and Sciences*, 9(1), 23–30.
- Villanueva, C. M. (2020). Contextualizing governance education: The role of local case studies in enhancing civic learning. *Philippine Journal of Social Sciences and Humanities*, 25(1), 45–59.
- Villanueva, L. R. (2020). Promoting civic engagement through localized social studies instruction. *Asia Pacific Social Science Review*, 20(3), 57–69.
- Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Harvard University Press.