

Examining Civic Knowledge, Attitudes, And Participation Of Grade 11 Students: Inputs For A Civic Engagement Intervention Program

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Abstract

Civic education plays a vital role in developing responsible and active citizens by strengthening students' civic knowledge, attitudes, and participation in community and societal affairs. However, many students still demonstrate limited engagement in civic-related activities despite being exposed to civic concepts in school.

This study aimed to examine the level of civic knowledge, attitudes, and participation of Grade 11 students of Taal Senior High School and determine its implications for a proposed civic engagement intervention program. The study utilized a quantitative descriptive research design integrating survey questionnaires and statistical analysis in assessing students' civic knowledge, attitudes, and participation. Data were collected from thirty (30) Grade 11 students of Taal Senior High School through a researcher-made questionnaire. Frequency, percentage, weighted mean, ranking, and composite mean were used to analyze the gathered data.

Findings revealed that the respondents demonstrated a generally moderate level of civic awareness and civic engagement, with composite means ranging from 2.98 to 3.50 interpreted as Agree. Students showed higher awareness in terms of citizens' rights and responsibilities (3.50), while lower results were observed in civic discussion and participation in decision-making activities (2.98). In terms of civic engagement, students were more involved in voluntary and school-based activities, while participation in leadership and civic actions remained limited. Challenges identified included limited confidence in leadership roles, insufficient opportunities for participation, and minimal involvement in decision-making processes.

The findings imply that while students possess adequate civic knowledge and participate in basic civic activities, deeper engagement in leadership, civic discussions, and decision-making still requires improvement. The proposed school-based civic engagement intervention program may help strengthen students' civic awareness, attitudes, and active participation in community



and societal development. A school-based civic enhancement intervention program was proposed, which included Civic Awareness Week, Peer Education Program, Student Volunteer Club, Digital Citizenship and Technology activities, and Civic Environmental Engagement initiatives to strengthen students' civic knowledge, attitudes, and participation.

Keywords: *civic awareness, civic engagement, civic participation, intervention program*

I. INTRODUCTION

Young people today are growing up in a society where social, political, and community issues are widely discussed in schools, homes, and through digital media. They are exposed to information about elections, governance, and community concerns. However, exposure to information does not always guarantee a clear understanding of civic roles, rights, and responsibilities.

In the age of rapid information sharing, many students form opinions based on online content, yet some still lack deeper understanding of civic processes and meaningful participation in community life. Although students show interest in societal issues, their actual involvement in civic and community activities remains limited.

Youth participation is essential in strengthening democracy and community development. However, young people are often minimally involved in structured civic education activities and decision-making processes. This highlights the need to strengthen students' civic knowledge, attitudes, and participation to develop responsible and active citizens.

In the Philippine context, Republic Act 10533 (K to 12 Curriculum) aims to develop learners who are socially responsible, productive, and nationally conscious. The Araling Panlipunan curriculum promotes Makabayan values, which emphasize pride in Filipino identity and active participation in civic life.

Despite these goals, observations at Taal Senior High School show that students demonstrate limited application of civic concepts and minimal participation in civic-related activities. Hence, there is a need to systematically examine students' civic knowledge, attitudes, and participation as basis for a school-based civic engagement intervention program.

This study examines the civic knowledge, attitudes, and participation of Grade 11 students of Taal Senior High School as basis for a civic engagement intervention program. Specifically, this study seeks to answer the following questions:

1. How may the respondents be described in terms of the following profile variables:
 - 1.1. academic performance;
 - 1.2. family responsibilities at home; and
 - 1.3. prior involvement in school or community engagement activities?
2. To what extent is the level of civic awareness of the respondents in terms of:
 - 2.1 knowledge of social, political, and community issues;
 - 2.2 awareness of citizens' rights and responsibilities; and
 - 2.3 awareness of opportunities for civic involvement in school and the community?
3. How may the level of civic engagement participation of the respondents be described as to:
 - 3.1 participation in voluntary or community-oriented activities;
 - 3.2 involvement in school-based organizations and civic-related events; and
 - 3.3 participation in decision-making and civic actions?
4. What challenges or barriers do students encounter in developing civic awareness and participating in civic activities?

5. Based on the findings of the study, what school-based civic enhancement activities may be proposed to strengthen students' civic awareness and engagement?

II. METHODS

Research Design

This study employed a quantitative descriptive research design to determine the level of civic knowledge, attitudes, and participation of Grade 11 students. A researcher-made questionnaire was used to gather data regarding the respondents' profile variables and civic engagement. The collected data served as the basis for proposing a school-based civic enhancement program.

Respondents of the Study

The study involved 30 Grade 11 students of Taal Senior High School during the School Year 2025–2026. The study was conducted during the fourth grading period, focusing on one section of Grade 11. Grade 11 students were chosen as participants because this stage played an important role in strengthening their civic awareness and engagement as they prepared for higher education, employment, and active participation in society.

Data Gathering Instruments

To achieve the objectives of the study, a researcher-made questionnaire was used to determine the level of civic knowledge, attitudes, and participation of Grade 11 students. The questionnaire was developed based on the study objectives, related literature, and statement of the problem, and it was validated by experts to ensure clarity and appropriateness. It was administered during the fourth grading period with the approval of the school principal and consent of the respondents. The responses were collected, tabulated, and analyzed using a four-point Likert scale.

Data Gathering Procedure

To accomplish the objectives of the study, the researcher prepared a formal letter of request which was signed by the research evaluator and dean of the graduate school and submitted to the School Principal of Taal Senior High School for approval. Upon approval, the researcher explained the purpose of the study to the respondents and secured parental consent and student assent prior to data collection. The researcher personally administered and retrieved the questionnaire during the respondents' regular class schedule to ensure proper understanding and completeness of responses. After collection, the data were organized, tabulated, and analyzed with the assistance of a statistician for accurate interpretation.

Statistical Treatment of Data

The data gathered in the study were analyzed using composite mean, frequency, percentage, ranking, and weighted mean. These statistical tools were used to determine the level of civic knowledge, attitudes, and participation of the respondents and to interpret the results of the questionnaire.

III. RESULTS

The findings of the study revealed that the civic awareness and civic engagement participation of Grade 11 students were generally at a moderate to high extent, indicating that respondents demonstrate positive civic knowledge, attitudes, and involvement in school and community activities.

1. Profile Variables of the Respondents

The findings reveal that the respondents demonstrated a generally positive level of academic performance, with a composite mean of **3.30 (Agree)**, indicating active classroom engagement, willingness to seek help, and motivation to improve academic performance.

However, lower ratings in study time management, advance preparation, and consistent review suggest the need to strengthen independent learning habits.

Table 1
Respondents be Described in Terms of Academic Performance

Item	Weighted Mean	Verbal Interpretation	Rank
I perform well academically in most subjects.	3.40	Agree	3.5
I complete my school tasks and assignments on time.	3.30	Agree	5.5
I actively participate in classroom discussions.	3.50	Strongly Agree	1
I seek help when I do not understand lessons.	3.43	Agree	2
I consistently review lessons to improve my understanding.	3.17	Agree	8
I manage my study time effectively.	3.07	Agree	10
I take responsibility for my learning and academic progress.	3.27	Agree	7
I prepare for quizzes, tests, and examinations in advance.	3.13	Agree	9
I try to improve my academic performance when I receive low scores.	3.40	Agree	3.5
I stay focused during lessons and avoid distractions in class.	3.30	Agree	5.5
Composite Mean	3.30	Agree	

The table shows the respondents be described in terms of the following profile variables in terms of academic performance. It presents the composite weighted mean 3.30, indicating that respondents agree they perform well academically. The highest rated items are active

participation in classroom discussions (3.50), seeking help when not understanding lessons (3.43), and performing well academically in most subjects (3.40) underscore the students' engagement and willingness to take initiative in their learning processes. Conversely, the lower ratings on managing study time effectively (3.07), preparing in advance for tests (3.13), and reviewing lessons consistently (3.17) point to potential areas for improving self-regulation and study habits.

In terms of family responsibilities at home, the respondents obtained a composite mean of **3.26 (Agree)**, showing that students actively participate in household duties, care for siblings, and engage in family religious activities. However, lower results in balancing responsibilities and assisting in household errands indicate moderate challenges in managing academic and home obligations.

Table 2

Respondents be Described in Terms of Family Responsibilities at Home

Item	Weighted Mean	Verbal Interpretation	Rank
I help with household chores regularly.	3.23	Agree	6.5
I take care of my siblings or family members when needed.	3.53	Strongly Agree	1.5
I manage my time well between school and family responsibilities.	3.50	Agree	3
I feel responsible for contributing to my family's daily needs.	3.23	Agree	6.5
Family responsibilities do not prevent me from attending school or finishing assignments.	2.83	Agree	10
I help organize family schedules or important tasks.	3.00	Agree	9
help organize family schedules or important tasks.	3.27	Agree	5

Item	Weighted Mean	Verbal Interpretation	Rank
I assist in preparing for family gatherings or celebrations	3.33	Agree	4
I help my family with managing household errands, like buying groceries or paying bills.	3.13	Agree	8
I participate in family prayer or religious activities at home.	3.53	Strongly Agree	1.5
Composite Mean	3.26	Agree	

The table 2 shows the respondents be described in terms of the following profile variables in terms of family responsibilities at home. It presents the composite weighted mean 3.26 which indicates that the respondents agree. The highest rated items are taking care of siblings or family members when needed (3.53), participating in family prayer or religious activities at home (3.53), and managing time well between school and family responsibilities (3.50), which highlight the students' strong sense of responsibility and active involvement in family life. On the other hand, the lower ratings on family responsibilities not preventing them from attending school or finishing assignments (2.83), helping organize family schedules or important tasks (3.00), and assisting in managing household errands such as buying groceries or paying bills (3.13) point to areas where students may need better support in balancing academic and household responsibilities.

For prior involvement in school or community activities, the respondents obtained a composite mean of **3.20 (Agree)**, indicating participation in community clean-up drives, outreach programs, and civic-related workshops. Nevertheless, lower engagement in promotional, recreational, and enjoyment-based activities suggests that participation is stronger in structured civic activities than informal ones.

Table 3
Respondents be Described in Terms of Prior Involvement in School or Community Activities

Item	Weighted Mean	Verbal Interpretation	Rank
I participate in school events or student organizations.	3.23	Agree	6.5
I participate in community activities, such as volunteer work or clean-up drives.	3.53	Strongly Agree	1
I volunteered for a school or community outreach program, such as feeding programs or medical missions.	3.43	Agree	2
My previous participation in school or community activities improved my skills or knowledge.	3.17	Agree	5
I enjoy taking part in programs that help my school or community.	2.93	Agree	10
I propose projects like tree-planting, recycling, or donation drives for the school or community.	3.27	Agree	3.5
I attend workshops or seminars related to civic or community engagement.	3.27	Agree	3.5
I participate in sports or recreational events that promote teamwork in school or community.	2.97	Agree	8.5
I help in promoting or advertising school or community programs.	2.97	Agree	8.5
I actively seek opportunities to be involved in new school or community activities.	3.07	Strongly Agree	6.5
Composite Mean	3.20	Agree	

The table 3 shows the respondents be described in terms of the following profile variables in terms of prior involvement in school or community activities. It presents the composite

weighted mean 3.20 which indicates that the respondents agree. According to the data, the highest-rated item is participation in community activities such as volunteer work or clean-up drives (3.53), followed by volunteering for school or community outreach programs like feeding programs or medical missions (3.43).

Similarly, proposing projects such as tree-planting, recycling, or donation drives and attending workshops or seminars related to civic or community engagement both scored 3.27, reflecting strong agreement. However, the lowest means were noted in items related to enjoyment of participating in programs that help the school or community (2.93), participation in sports or recreational events promoting teamwork (2.97), and helping to promote or advertise school or community programs (2.97), though these still indicate agreement.

2. Level of Civic Awareness of the Respondents

The findings reveal that the respondents' civic awareness in terms of knowledge of social, political, and community issues obtained a composite mean of **3.02 (Agree)**, indicating moderate awareness. Students showed higher awareness in following news, understanding current issues, and recognizing the importance of voting. However, lower results in civic discussions and understanding of constitutional concepts suggest limited depth in civic discourse.

Table 4
Level of Civic Awareness of the Respondents in Terms of Knowledge of Social, Political, and Community Issues

Item	Weighted Mean	Verbal Interpretation	Rank
I am aware of current social and political issues in my community.	3.13	Agree	2
I understand how laws are created in the Philippines.	3.03	Agree	4
I can explain the impact of local events on the community.	3.00	Agree	5.5

Item	Weighted Mean	Verbal Interpretation	Rank
I follow news and updates about social and political issues.	3.23	Agree	1
I discuss social and political issues with my family, friends, or classmates.	2.87	Agree	10
I am familiar with the roles of national and local government officials.	2.97	Agree	7
I know the importance of voting in democratic elections.	3.10	Agree	3
I understand the significance of the Philippine Constitution.	2.90	Agree	9
I know the importance of participating in community decision-making.	3.00	Agree	5.5
I understand how citizens can contribute to solving community problems.	2.93	Agree	8
Composite Mean	3.02	Agree	

The table 4 shows the level of civic awareness of the respondents in terms of knowledge of social, political, and community issues. It presents the composite weighted mean 3.02 which indicates that the respondents agree.

Furthermore, the highest-rated items, following news and updates about social and political issues (3.23), being aware of current social and political issues in their community (3.13), and understanding the importance of voting in democratic elections (3.10), demonstrate a positive engagement with timely and impactful civic topics. In contrast, the relatively lower ratings for discussing social and political issues with family, friends, or classmates (2.87), understanding the significance of the Philippine Constitution (2.90), and comprehending how citizens contribute to solving community problems (2.93) suggest areas where civic discourse and deeper constitutional awareness may be less developed among students.

In terms of awareness of citizens' rights and responsibilities, the respondents obtained a composite mean of **3.50 (Agree)**, indicating strong awareness. Students demonstrated high understanding of responsibilities, adherence to rules, and appreciation of responsible citizenship. However, lower scores in acting on civic responsibilities and understanding rights indicate areas for reinforcement.

Table 5
Level of Civic Awareness of the Respondents in Terms of Awareness of Citizens' Rights and Responsibilities

Item	Weighted Mean	Verbal Interpretation	Rank
I understand the basic rights and responsibilities of Filipino citizens.	3.27	Agree	9
I know my responsibilities towards my family, school, and community.	3.77	Strongly Agree	1
I follow rules and regulations in school and community activities.	3.63	Strongly Agree	2
I know the importance of respecting the rights of others in society.	3.47	Agree	8
I act responsibly when participating in civic or community activities.	3.23	Agree	10
I understand the importance of being a responsible citizen.	3.60	Strongly Agree	3
I believe that citizens should participate in community activities.	3.50	Agree	5.5
I understand that citizens should help maintain peace and order.	3.50	Agree	5.5
I believe that citizens should help improve their community.	3.50	Agree	5.5
I believe that every citizen should follow laws and regulations.	3.50	Agree	5.5

Item	Weighted Mean	Verbal Interpretation	Rank
Composite Mean	3.50	Agree	

The table 5 shows the level of civic awareness of the respondents in terms of awareness of citizens' rights and responsibilities. It presents the composite weighted mean 3.50 which indicates that the respondents agree. Furthermore, the highest weighted means (3.77) for knowing responsibilities towards family, school, and community, (3.63) for following rules and regulations in school and community activities and (3.60) for understanding the importance of being a responsible citizen highlight respondents' strong sense of personal duty and compliance with social norms. Meanwhile, the lower scores (2.23) for acting responsibly in civic activities, (3.27) for understanding basic rights and responsibilities of Filipino citizens, and (3.47) for recognizing the importance of respecting others' rights suggest areas needing reinforcement.

For awareness of opportunities for civic involvement, the respondents obtained a composite mean of **3.16 (Agree)**, showing moderate awareness. Students are aware of rules, responsibilities, and civic participation opportunities, but lower ratings in respecting others' rights and community improvement suggest the need for stronger value internalization.

Table 6
Level of Civic Awareness of the Respondents in Terms of Awareness of Opportunities for Civic Involvement in School and the Community

Item	Weighted Mean	Verbal Interpretation	Rank
I understand the basic rights and responsibilities of Filipino citizens.	3.20	Agree	4
I know my responsibilities towards my family, school, and community.	3.17	Agree	5
I follow rules and regulations in school and community activities.	3.33	Agree	1
I know the importance of respecting the rights of others in society.	3.00	Agree	10

Item	Weighted Mean	Verbal Interpretation	Rank
I act responsibly when participating in civic or community activities.	3.27	Agree	3
I understand the importance of being a responsible citizen.	3.30	Agree	2
I believe that citizens should participate in community activities.	3.10	Agree	6.5
I understand that citizens should help maintain peace and order.	3.10	Agree	6.5
I believe that citizens should help improve their community.	3.03	Agree	9
I believe that every citizen should follow laws and regulations.	3.07	Agree	8
Composite Mean	3.16	Agree	

The table shows the level of civic awareness of the respondents in terms of awareness of opportunities for civil involvement in school and the community. It presents the composite weighted mean 3.16 which indicates that the respondents agree. According to the data, the highest weighted means are (3.33) following rules and regulations in school and community activities, (3.30) understanding the importance of being a responsible citizen, and (3.27) acting responsibly when participating in civic or community activities, reflecting strong awareness of rules, responsibility, and active participation in civic matters.

Meanwhile, the lower means are noted in (3.00) knowing the importance of respecting the rights of others in society, (3.03) believing that citizens should help improve their community, and (3.07) believing that every citizen should follow laws and regulations, though these still indicate agreement but suggest areas needing reinforcement in civic values and participation.

3. Level of Civic Engagement Participation of the Respondents

The findings reveal that the respondents' participation in voluntary or community-oriented activities obtained a composite mean of **3.06 (Agree)**, indicating moderate involvement. Students are more willing to participate in future activities and engage in basic community service such as clean-up drives and outreach programs. However, participation in workshops, charity events, and social causes remains limited.

Table 7
Level of Civic Engagement Participation of the Respondents be Described as to Participation in Voluntary or Community-Oriented Activities

Item	Weighted Mean	Verbal Interpretation	Rank
I volunteer in activities that help improve my community.	3.10	Agree	3.5
I participate in clean-up drives or environmental programs.	3.10	Agree	3.5
I help organize or assist in school outreach programs.	3.10	Agree	3.5
I join events or activities that support social causes.	2.97	Agree	8.5
I participate in charity or fundraising activities for those in need.	2.97	Agree	8.5
I attend community workshops or seminars to learn how to help others.	2.93	Agree	10
I participate in programs that promote health and wellness in my community.	3.10	Agree	3.5
I help implement community improvement projects, such as planting trees or maintaining public spaces.	3.07	Agree	6.5
I take initiative to help others without being asked.	3.07	Agree	6.5
I am willing to participate in future civic or community activities.	3.17	Agree	1

Item	Weighted Mean	Verbal Interpretation	Rank
Composite Mean	3.06	Agree	

The table shows the level of civic engagement participation of the respondents be described as to participation in voluntary or community-oriented activities. It presents the composite weighted mean 3.06 which indicates that the respondents agree. The highest ranked item, "I am willing to participate in future civic or community activities" (3.17), underscores a positive disposition toward future involvement. Similarly, activities such as volunteering to improve one's community, participating in clean-up drives, environmental programs, and assisting in school outreach programs all share a weighted mean of (3.10), indicating consistent but moderate engagement. Lower weighted means close to the threshold of agreement such as attending community workshops (2.93), joining social cause events (2.97), and participating in charity or fundraising events (2.97) point to certain civic participation aspects that may require targeted encouragement or intervention.

In terms of involvement in school-based organizations and civic-related events, the respondents obtained a composite mean of **3.17 (Agree)**, showing moderate participation. Students are actively involved in promoting school programs and collaborating with peers, but leadership roles, organizational participation, and initiative-based activities remain relatively low.

Table 8
Level of Civic Engagement Participation of the Respondents be Described as to Involvement in School-Based Organizations and Civic-Related Events

Item	Weighted Mean	Verbal Interpretation	Rank
I actively participate in school clubs or organizations.	3.07	Agree	10
I attend school activities related to civic or community development.	3.17	Agree	4.5
I contribute ideas or help in organizing school programs.	3.17	Agree	4.5

Item	Weighted Mean	Verbal Interpretation	Rank
I encourage my classmates to join school or civic activities.	3.20	Agree	3
I take part in leadership or teamwork roles during school events.	3.10	Agree	8
I help promote school programs or campaigns through social media or posters.	3.37	Agree	1
I participate in discussions about policies or rules in school.	3.13	Agree	6
I collaborate with peers to address community or school issues.	3.27	Agree	2
I take initiative in proposing new projects or activities for my school or community.	3.10	Agree	8
I assist in planning fundraising events for school or community projects.	3.10	Agree	8
Composite Mean	3.17	Agree	

The table shows the level of civic engagement participation of the respondents be described as to involvement in school-based organizations and civic-related events. It presents the composite weighted mean 3.17 which indicates that the respondents agree. Furthermore, the highest weighted means are (3.37) helping promote school programs or campaigns through social media or posters, (3.27) collaborating with peers to address community or school issues, and (3.20) encouraging classmates to join school or civic activities, reflecting active participation, collaboration, and initiative in school-related civic engagement. Meanwhile, the lower means are noted in (3.07) active participation in school clubs or organizations, and (3.10) taking part in leadership or teamwork roles during school events, taking initiative in proposing new projects or activities, and assisting in planning fundraising events for school or community projects, though these still indicate agreement but suggest areas needing reinforcement in leadership involvement and initiative in organized activities.

For participation in decision-making and civic actions, the respondents obtained a composite mean of **2.98 (Agree)**, indicating the lowest level among engagement indicators. Students show involvement in discussions, campaigns, and surveys, but limited participation is observed in student government, conflict resolution, and problem identification activities.

Table 9
Level of Civic Engagement Participation of the Respondents be Described as to Participation in Decision-Making and Civic Actions

Item	Weighted Mean	Verbal Interpretation	Rank
I express my opinions on community or school issues.	2.90	Agree	7
I take part in school council or student government activities.	2.77	Agree	10
I suggest solutions to problems affecting my school or community.	2.93	Agree	6
I participate in discussions about policies or rules in school.	3.10	Agree	2
I am willing to take responsibility for civic or community projects.	3.07	Agree	5
I participate in resolving conflicts within school or community groups.	2.80	Agree	9
I participate in surveys or polls conducted in school or the community.	3.07	Agree	3.5
I help identify problems that need solutions in my school or community.	2.83	Agree	8
I take part in planning campaigns or activities that promote social awareness.	3.23	Agree	1
I attend meetings where decisions affecting students or the community are made.	3.07	Agree	3.5
Composite Mean	2.98	Agree	

Table 9 shows the level of civic engagement participation of the respondents be described as to participation in decision-making and civic actions. It presents the composite weighted mean 2.98 which indicates that the respondents agree. In addition, the highest weighted means are (3.23) taking part in planning campaigns or activities that promote social awareness, (3.10) participating in discussions about policies or rules in school, and (3.07) participating in surveys or polls and attending meetings where decisions affecting students or the community are made, reflecting involvement in awareness activities and participation in school-related decision processes. In contrast, the lower means are noted in (2.77) participation in school council or student government activities, (2.80) participation in resolving conflicts within school or community groups, and (2.83) helping identify problems that need solutions in school or community, though these still indicate agreement but suggest areas needing reinforcement in leadership, problem-solving, and deeper involvement in decision-making activities.

4. Challenges Encountered in Developing Civic Awareness and Participation

The findings reveal that the respondents encountered challenges in developing civic awareness and participation, with a composite mean of **2.71 (Agree)**. The major challenges include lack of support from peers or family, limited time due to academic workload, and low motivation to participate in civic activities. Meanwhile, lower challenges include lack of information, limited school programs, and family responsibilities, indicating that barriers are more related to support systems and time constraints than knowledge alone.

Table 10
Challenges Encountered in Developing Civic Awareness and Participation

Item	Weighted Mean	Verbal Interpretation	Rank
I have limited time to participate in civic or community activities because of academic responsibilities.	2.87	Agree	2
Family responsibilities at home prevent me from joining civic or community-related activities.	2.63	Agree	8

Item	Weighted Mean	Verbal Interpretation	Rank
I lack sufficient information about social, political, or community issues that affect civic participation.	2.50	Disagree	10
I am not fully aware of opportunities where students can participate in civic activities.	2.70	Agree	4.5
I feel that my opinions or participation will not make a difference in community or civic issues.	2.70	Agree	4.5
I lack confidence in expressing my ideas or opinions about civic or social issues.	2.67	Agree	6.5
There are limited school programs or activities that encourage students to participate in civic engagement.	2.60	Agree	9
I experience lack of support or encouragement from peers or family members to participate in civic activities.	2.90	Agree	1
I feel that civic issues are too complicated or difficult to understand.	2.67	Agree	6.5
I have little interest or motivation to participate in civic or community-related activities.	2.83	Agree	3
Composite Mean	2.71	Agree	

Table 10 shows the challenges encountered in developing civic awareness and participation. It presents the composite weighted mean 2.71 which indicates that the respondents agree. According to the data, the highest weighted means are (2.90) experiencing lack of support or encouragement from peers or family members to participate in civic activities, (2.87) having limited time to participate in civic or community activities due to academic responsibilities, and (2.83) having little interest or motivation to participate in civic or community-related activities, reflecting key barriers related to support, time constraints, and motivation.

In contrast, the lower means are noted in (2.50) lacking sufficient information about social, political, or community issues, (2.60) limited school programs or activities that encourage participation, and (2.63) family responsibilities preventing participation in civic or community-related activities, though these indicate lesser challenges but still suggest areas needing attention in awareness, program availability, and family-related factors.

5. Proposed Civic Enhancement Program

Based on the findings, a civic enhancement program is proposed to strengthen students' civic knowledge, attitudes, and participation through structured school-based initiatives. The program includes Civic Awareness Week (poster-making, essay writing, and discussions) to improve understanding of social, political, and community issues. It also includes Peer Education to encourage student-led learning and collaboration, and a Student Volunteer Club to promote active participation in clean-up drives and outreach activities. In addition, Digital Citizenship activities promote responsible online engagement, while Civic Environmental Engagement focuses on tree planting and community projects to develop responsibility and service. Overall, these activities aim to enhance students' civic awareness and participation through meaningful and practical school-based experiences.

IV. DISCUSSION

The results indicate that the Grade 11 students possess a positive level of civic awareness and civic engagement, particularly in academic participation, awareness of citizens' rights and responsibilities, and involvement in community-oriented activities. The high ratings in classroom participation, volunteer involvement, and responsible citizenship suggest that students understand the importance of active participation in school and community affairs; however, lower involvement in leadership roles, decision-making activities, and civic discussions indicates that there are still gaps in deeper civic participation and engagement.

The findings support the idea that civic awareness is not limited to knowledge alone but also includes responsibility, participation, leadership, and real-life application. Even if students understand civic concepts and responsibilities, external factors such as lack of support from peers

or family members, academic responsibilities, limited motivation, and lack of confidence can affect their ability to actively participate in civic and community-related activities.

Moreover, the presence of these challenges highlights the need for targeted school-based civic enhancement programs. The proposed activities such as Civic Awareness Week, Peer Education Program, Student Volunteer Club, Digital Citizenship and Technology activities, and Civic Environmental Engagement aim to bridge the gap between civic knowledge and actual participation by providing meaningful, experiential, and collaborative learning opportunities. These initiatives align with the goal of developing informed, responsible, and active students who can contribute positively to society.

The study also emphasizes the importance of integrating civic education into students' everyday learning experiences. Schools must go beyond theoretical discussions and provide practical civic activities such as community outreach programs, leadership opportunities, environmental projects, and participatory school activities. Through these experiences, students can develop stronger civic responsibility, communication skills, leadership abilities, and active participation in community affairs.

In conclusion, civic awareness and civic engagement among Grade 11 students are at a commendable level; however, continuous efforts are still necessary to strengthen students' participation in leadership, decision-making, and community involvement. Through well-designed civic enhancement programs and supportive school environments, students can further develop the knowledge, values, skills, and attitudes needed to become responsible, participative, and socially aware members of society.

Conclusion

Based on the findings of the study, it can be concluded that the Grade 11 students demonstrate satisfactory academic performance, active classroom engagement, and developing study habits, along with involvement in family responsibilities such as household tasks and time management between school and home duties. The respondents also show moderate civic knowledge and awareness in terms of social, political, and community issues, citizens' rights and responsibilities, and opportunities for civic involvement in school and the community, indicating

familiarity with basic civic concepts. In addition, their civic engagement participation is generally moderate in voluntary activities, school-based organizations, civic-related events, and decision-making processes. However, several challenges affect their civic development, including limited time due to academic demands, lack of support from peers and family, low motivation, and insufficient opportunities for meaningful civic engagement. These findings suggest that although students have a strong foundation in awareness and participation, there is still a need to strengthen their active involvement through a school-based civic enhancement program designed to improve civic knowledge, attitudes, and engagement.

Recommendations

Considering the findings and conclusions of the study, it is recommended that schools strengthen civic engagement through regular programs and activities that provide students with meaningful opportunities to participate in school and community initiatives. Teachers should integrate civic education into classroom instruction using discussions, reflective tasks, and real-life issue analysis to improve students' civic knowledge and critical thinking. Students are encouraged to actively engage in civic activities, join organizations, and participate responsibly in decision-making processes. Parents should also support and guide students by encouraging participation in civic-related activities and strengthening home-school collaboration. The Department of Education may further improve implementation through continuous monitoring and evaluation of civic programs, while future researchers may explore related studies with different variables, settings, or populations to further deepen understanding of civic awareness and engagement.

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