

Civic Education among Social Science Students: A Case Study

By

Julie F. Espinosa

Isabela State University

Email: julie.espinosa@isu.edu.ph

Rosalie C. Leal

Isabela State University

Email: rosalie.c.leal@isu.edu.ph

Abstract

The purpose of this study is to assess the level of civic involvement among students with social studies subjects and identify some of the elements relating to civic participation. A survey of 184 students enrolled in social studies subjects from Isabela State University San Mateo Campus was conducted and the results were examined using Pearsonian correlation coefficient and correlation analysis. Voting was deemed crucial to civic participation by the majority of respondents. The study also found that universities and other institutions of higher learning that include community service in their academic curricula support civic engagement.

Index Terms— civic engagement, civic involvement, civic instruction, civic participation

Introduction

The acquisition of civic knowledge, skills, and dispositions for effective democratic participation is referred to as civic education (UNDP Democratic Governance Group, 2004). These are the same three components mentioned by Branson (1999), who cited the Center for Civic Education's National Standards for Civics and Government published in 1994. Civic education is a valuable tool for developing literacy skills in areas such as governance, the rule of law, good citizenship, and long-term development. Promoting Global Citizenship Education (GCED) has now become a fundamental educational goal for all countries throughout the world, and GCED is expected to continue to be integrated into formal, non-formal, and informal educational situations. In fact, governments are working to include GCED-related elements into their national curricula, produce educational resources, and train teachers to teach global citizenship in the classroom.

Political independence and involvement are required for the promotion of growth and social welfare. One of the key elements of political engagement is civic engagement. There are numerous definitions of civic engagement. "An organizational commitment to public interests and responsibility to promote a democratic way of life in the fast-changing twenty-first century information era," according to the description (MN Civic Engagement Task Force 2000). Citizens' ability to vote in elections is a critical component of civic engagement. Elections serve as a link between the electorate and elected officials, lending credibility to the government (Ewoh, Elliott, and Guseh 2002). Citizens' willingness to accept government orders as legitimate and enforceable, as well as their perception of the current government as a good form of administration, is defined as legitimacy (Peters 1999). The findings will help higher education institutions provide the essential instruction for college students to strengthen their social skills. At a time when voter turnout is dropping, such abilities are critical for maintaining democratic governance.

Universities, such as Isabela State University (ISU), are critical catalysts for enhanced civic engagement. They can do this by helping young people acquire and put into practice the knowledge, values, and conduct necessary for civic engagement. By incorporating it into its extension programs and initiatives, which can bring together young and old people from all across the community, schools, as a local institution, can directly provide opportunities for civic involvement. In order to achieve this, civic learning must be a component of the current push in many schools to provide children with 21st-century skills.

Given the significance of universities in the delivery of civic education, it is essential to examine and evaluate the civic engagement of college students. The purpose of this research is to investigate the level of civic engagement among college students and to identify some of the factors that influence it. It also examines some of the civic activities in which students are interested or participate, as well as some of the variables associated with student civic engagement. In the end, our research will encourage and empower young people to participate in civic life so that they can grow into more mature adults.

Methodology

Recognizing the value of teaching citizenship to students, the researchers polled 184 students enrolled in social studies subjects from Isabela State University San Mateo Campus to find out how involved they are in civic life and what factors they believe are important for fostering civic involvement. The survey instrument included a number of forced-choice questions aimed at addressing the following topics:

1. Engagement of students in civic activities (Voting as the Single Most Important Right)
2. The causes for young people's voting decisions (Why Students Vote)
3. The causes for young people's non-voting decisions (Why Students Do Not Vote)
4. Schools' involvement in encouraging voting (Schools Inform Students About Voting)
5. Voting's significance and influencing variables (Important Civic Activity)

Constrained decision questions anticipate respondents to consider the suggested answers as opposed to open-ended queries, which allow respondents to react whichever it sounds most natural to them. Relationship investigation was used to assess the overview's results. Connection is a factual method for determining if two elements are related. To ascertain the direction and strength of a direct relationship between two variables, the correlation coefficient is used. Although there are several kinds of association coefficients, the Pearsonian correlation coefficient, shown by the figure r , is the one utilized in this review. The correlation coefficient is used to assess the strength and importance of the association between the voting variable and other factors that contribute to a person's commitment to their city, which are discussed in the section that follows. The coefficient of assurance, r^2 , is used to indicate the magnitude of the variation in the variable for voting that is explained by each and every one of the several components associated with community commitment. The standard thing .05 degree of certainty is utilized for testing the factual meaning of the relationship. As expressed over, a significant component of municipal commitment is the right of residents to take an interest unreservedly in the discretionary interaction. Accordingly, this review will test a portion of the elements that impact understudies' interest in this cycle. The variable used to quantify understudies' interest is the level of significance understudies connect to casting a ballot, which is addressed as Casting a ballot. This variable is estimated on a size of 1 to 10, with 1 being "Not Significant" and 10 being "Critical." Utilizing a similar scale, different factors were tried to decide their relationship to Casting a ballot. The factors are the significance of:

1. Being a Filipino (FILIPINO)
2. A career that is successful (CAREER)
3. Community Engagement (COMMUNITY)
4. Gaining Knowledge (EDUCATION)
5. Coming from an integrated household (FAMILY)
6. Maintaining a healthy financial situation (FINANCE)
7. The effect of governmental actions on your life (GOVERNMENT)
8. The consequences of the choices made by elected officials for your life (OFFICIAL)

Results and Discussion

Table 1. Respondents' Demographic Information

Categories	Frequency (f)	Percentage (%)
COURSE		
BSE	53	29
BTVTED	53	29
DAT-BAT	78	42
SEX		
Male	82	45
Female	102	55
AGE		
16-20	182	98
21-25	1	1
26-30	1	1

Table 1 shows an overview of the respondents' demographic details. A total of 184 students enrolled in social studies subjects were polled; BSE (53 or 29%), BTVTED (53 or 29%), and DAT-BAT (78 or 42%) are among the focus of the study. In terms of sex, 102 or 55% of respondents identified as female and 82 or 45% as male. The majority of respondents (98%) were between the ages of 16 and 24. Only a small percentage (1 or 1%) were between the ages of 21 and 25 and 26 to 30.

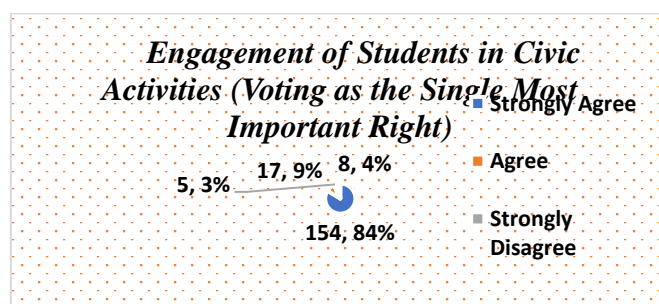


Chart 1. Engagement of Students in Civic Activities (Voting as the Single Most Important Right)

With voting as the most crucial component of civic participation, students were asked a series of inquiries to ascertain their levels of political and civic participation.

As presented in Chart 1, the respondents were asked if they thought that the right to vote was the most significant one that a Filipino may possess. Among the 184 respondents, 154 or 84% of the respondents said that they strongly agree that the right to vote is very significant, followed by 17 or 9% who said that they agree, and 8 or 4% said they disagree and 5 or 3%

signifies that they strongly disagree. The fact that majority of the respondents consider voting as extremely important suggests that voting is crucial to civic involvement of students. With the above findings, it only shows that Filipinos value and practice the importance of their right to suffrage as specified in the 1987 Philippine Constitution.

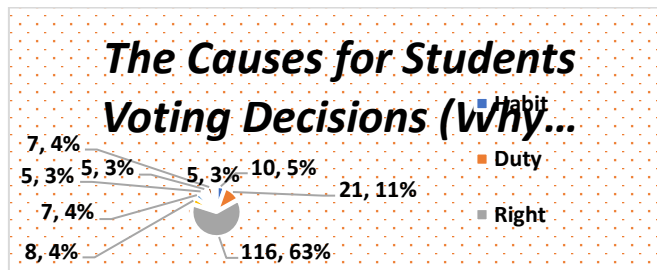


Chart 2. *The Causes for Students Voting Decisions (Why Vote)*

Chart 2 presents the reasons why the students decided to vote. When asked to name the single factor that most significantly affected their choice to vote, 116 or 63 percent among the 184 respondents said that voting is their right, while 21 or 11 percent said that it was their duty as a Filipino citizen. Aspects like "habit, "matters of future", my opinion," "can't complain," "all vote count," "support candidate and support issue were some of the least cited justifications on the reasons why the respondents vote. Since majority of the respondents vote because they consider it as their right, it supports the findings of Riker and Ordeshook, 1968 that people vote to fulfill their civic rights and duty.

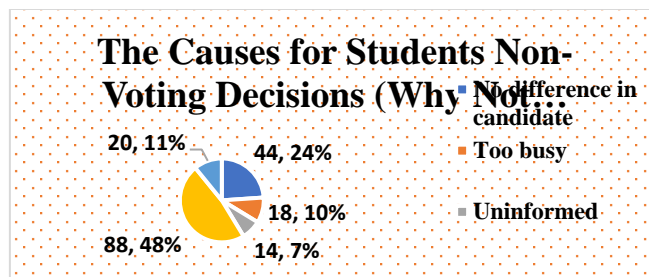


Chart 3. *The Causes for Students Non-Voting Decisions (Why Not Vote)*

On the other side, Chart 3 reveals the main reason why respondents do not vote: 88 percent, or 48%, indicated that it makes no difference, followed by 44 percent, or 24%, who said that they do not believe that the candidates differ. Reasons for not voting were stated by 11 percent of respondents and 10 percent of respondents, respectively, as were having no interest in politics. The least common excuse for not voting, given by 14 or 7% of respondents, was "uninformed." This finding runs counter to that of Ahuja and Chhibber (2012), who concluded that voting is significant because it is a fundamental exercise of peoples' rights and because people expect the government to provide benefits.

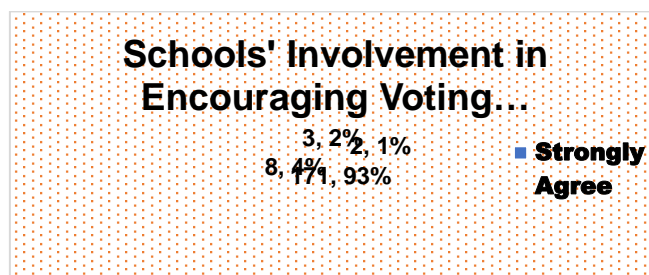


Chart 4. *Schools' Involvement in Encouraging Voting (Schools Inform Students About Voting)*

In Chart 4, the respondents were asked if the school inform them about voting. Among them, 171 or 93 percent strongly agree that that the schools inform them about voting while only 8 or 4% said that they agree. On the other hand, only 2% strongly disagree and 1 percent disagree that they are not informed about voting. The result only shows that the role of schools in inculcating knowledge on students regarding civic participation like casting of votes is very important it postulates a relationship between democratic governance and democratic outcomes as specified by Gill, etl al (2020).

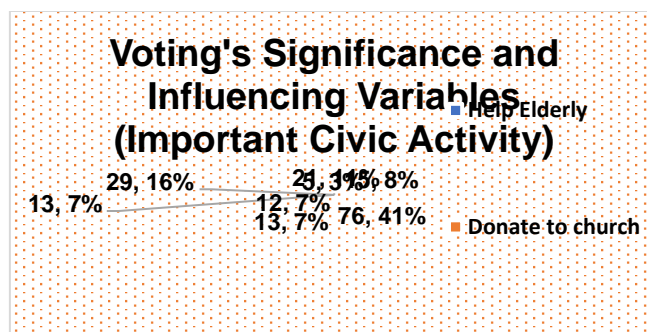


Chart 5. *Voting's Significance and Influencing Variables (Important Civic Activity)*

Respondents were also asked further questions about the types of civic activities that the respondents are involved in their day to day living. As presented in Chart 5, majority of the respondents (76 or 41%) claimed that they join as volunteer shelter or they join community groups. Some respondents said that they contributed by helping the elderly, donating to church, join political organizations, read magazines/books, participate in demonstration/march, volunteer in political campaign and wrote letter to government officials. Since majority of the respondents are engage in volunteerism, it manifests the study of Wilson, 2000 that volunteerism is an activity given freely to another person as a part of civic participation.

Correlation Analysis

Table 2. *Correlation Coefficients Between Voting and the Factors Associated with Voting*

VARIABLE	R	r ²
Filipino	0.429**	0.184
Career	0.586**	0.343
Community	0.781**	0.515
Education	0.601**	0.361
Family	0.716**	0.513
Finance	0.355**	0.126
Government	-0.169	0.029
Official	-0.375*	0.141

Notes: * = significant at the 0.5 level of significance

** = significant at the 0,01 level of significance

Correlation analysis was used to examine the link between the variable VOTING and the other factors. Except for the variable GOVERNMENT, all variables evaluated exhibit the proper signs and are statistically significant at either the 0.05 or 0.01 level.

There is no relationship between GOVERNMENT and VOTING, but VOTING and how elected politicians effect students' lives is detrimental. Students may be able to distinguish

between broad and specific allusions to the government. Instead of the government, students criticize political officials directly affected by policies. The more impact political officials' have on students' lives, the less likely they seem to consider voting as a civic duty. This may also imply that student participation in elections and civic engagement reduces in proportion to how invasive authorities' decisions are in their lives. Voting is linked to people's values for successful jobs, a strong education, the correct skills, and financial success. These may affect the economy. Democracy and voting are more relevant to kids who value economic success. Democracies are born in market economies. People choose persons who will make policies that touch their resources more actively when a society's economy becomes more market-oriented. Teaching democratic concepts to college students raises their awareness of these principles, which increases their chance to vote (Youniss, et al 2002). Research shows that education boosts political engagement (Baker, Jones and Tate, 1999). In light of this, voting is closely connected with career, education, and financial success. In fact, education and employment account for more than a third of the variation in voting importance. Voting is directly related to being Filipino. Being a Filipino is valued, which may be a sign of patriotism. Community involvement and close relatives may affect voting, too. Community and family showed the most explanatory power, 0.52 and 0.51, respectively. This indicates each factor accounted for 50% of the variation in students' voting perceptions. These data suggest that motivating teens to vote and engage in civic life involves community involvement and a close family. The study's conclusions are consistent with another research. According to Youniss et al. (2002, p. 130), the degree to which families "spark and pass on a spirit and praxis of involvement" will impact the future level of civic engagement among children. Wilson (2000) says students who are active in their communities and politics are more likely. Putnam (1993) says "civic networks" lead to better government. Despite individual differences, Sunden and Raskoff (1994) found that attending a school that requires or promotes community service enhances student participation in civic activities. The results of this study suggest that Isabela State University is on the right track in developing civic participation by including community service into its academic curriculum.

Conclusion

The objective of this study was to determine the degree of civic engagement among social studies students as well as some of the factors that are connected to civic engagement. According to the study's findings, the majority of respondents said that voting was necessary for civic participation as the most crucial component of civic engagement that's why they value and practice it because they consider the importance of their right to suffrage as specified in the 1987 Philippine Constitution. With regards to the reasons why they do not vote, vote no matter as the majority respondents chooses this one and it should be corrected because voting really matters because casting of votes is really important particularly in public decisions since it is one of our obligations as a Filipino citizen and this is now considered as one of the roles of higher learning institutions wherein they have to educate the students by including in their academic curricula the value of engaging in community service as one of the components of the program to encourage the students in civic engagement by participating in different civic activities not only by joining different community groups but instead they need also to boost their active participation in relation to managing the government and political participation.

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