



CIVIC LITERACY AMONG EDUCATORS AND YOUTH

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Article DOI: <https://doi.org/10.36713/epra27690>

DOI No: 10.36713/epra27690

ABSTRACT

This study provides a quantitative assessment of civic literacy among 22 high school students aged 16 to 18 years in Cabog Integrated School, Dingalan, Aurora, Philippines. Using a structured survey, the research explores four key dimensions of civic literacy: the cognitive understanding of civic concepts, the behavioral engagement in civic activities, the use of technology for civic purposes, and specific awareness related to voting and participation. Grounded in Bandura's Social Cognitive Theory (SCT), the study examined the reciprocal interaction between personal cognitive factors, behavioral engagement, and environmental influences in shaping civic literacy among the youth. The findings reveal a generally engaged and knowledgeable cohort, with 86.36% expressing strong confidence in their civic understanding, 100% having participated in democratic processes, and 95.45% reporting comfort with technology for civic engagement. Notably, 95.46% of respondents supported integrating civic education into formal curricula. However, the study also identified areas for improvement, including gaps in deeper democratic concept comprehension and the need for sustained civic dialogue among subsets of respondents. This paper presents detailed results across all four dimensions, discusses their implications within the Philippine educational context, and offers recommendations for integrating civic literacy education into the extension services of the BTLED/BSIE Department in the Municipality of Dingalan.

KEYWORDS: civic literacy, democratic processes, civic education, youth engagement, Social Cognitive Theory, voter awareness

I. INTRODUCTION

Civic literacy refers to the knowledge, skills, and dispositions necessary for individuals to engage effectively in civic and political life (Holbein & Hillygus, 2020). As societies around the world face increasing political polarization and democratic disengagement, understanding the role of civic literacy in promoting voter awareness and active citizenship is crucial, particularly among the youth who represent the future of democratic governance.

In the Philippine context, civic education holds constitutional significance. Article XIV, Section 3 of the 1987 Philippine Constitution mandates that all educational institutions shall 'inculcate patriotism and nationalism, foster love of humanity, respect for human rights, appreciation of the role of national heroes in the historical development of the country, teach the rights and duties of citizenship, strengthen ethical and spiritual values, develop moral character and personal discipline, encourage critical and creative thinking, broaden scientific and technological knowledge, and promote vocational efficiency.' This constitutional mandate underscores the fundamental role of education in developing responsible and informed citizens.

The Department of Education (DepEd) implements civic education primarily through the Araling Panlipunan (Social Studies) subject from Grades 1 through 10, covering topics ranging from family and community understanding to social issues, human rights, and civic responsibilities (Rosa Luxemburg Stiftung, 2024). With the phased implementation of the MATATAG Curriculum beginning in School Year 2024–2025, civic education has been further strengthened through the Makabansa (Patriotic) component, which aims to foster

citizenship, national pride, and civic awareness among learners from kindergarten onward (DepEd, 2024).

Despite these institutional efforts, challenges persist. Studies have noted that civic lessons in Philippine schools tend to be confined to rote learning of information and government processes, without the experience of and critical reflection on civic participation (Rosa Luxemburg Stiftung, 2024). Furthermore, the Youth Leadership for Democracy (YouthLed) study of 2022 highlighted problem areas in the Senior High School civic education curriculum, noting that the Understanding Culture, Society and Politics core subject allocates only eight hours of instruction and focuses primarily on culture and society rather than citizenship. The digital age has also introduced complexities: while social media platforms offer new avenues for civic engagement, they also present challenges related to disinformation and the quality of civic discourse (Tambunan et al., 2024; Labayo & Cleofas, 2024).

Nurturing a more capable and enlightened generation is essential in creating a stronger democracy. Establishing baseline data on civic literacy is crucial, as it provides the necessary insights to assess students' understanding, engagement, and disposition toward civic participation. This data can also guide the development of innovative strategies to effectively promote civic literacy alongside other 21st century competencies among young learners. An analysis of civic literacy among high school students is particularly vital, as this demographic is at a formative stage where civic knowledge and dispositions are being shaped. This research centers on understanding the multidimensional nature of civic literacy and examining its manifestation among youth in a rural coastal community in Aurora Province.



This study aims to explore how civic literacy manifests among the youth in Cabog, Dingalan, Aurora, with the goal of providing baseline data that can inform the development of targeted civic education programs as part of the extension services of the BTLED/BSIE Department.

Research Objectives

This research investigated the civic literacy of high school students in Cabog Integrated School, Dingalan, Aurora. Specifically, the study aimed to:

1. Describe the demographic profile of the respondents;
2. Assess the current level of civic literacy among the youth in terms of the cognitive, behavioral, and technological dimensions;
3. Assess the levels of civic literacy in terms of voter awareness and participation among youth;
4. Explore the barriers to civic engagement among youth;
5. Identify effective strategies for enhancing civic literacy in educational settings; and
6. Integrate the proposed recommendations into the research, extension, and training programs of the BTLED/BSIE Department in the Municipality of Dingalan.

Theoretical Framework: Social Cognitive Theory and Democratic Citizenship

This study is grounded in Albert Bandura's (1986) Social Cognitive Theory (SCT), which posits that human learning and behavior are shaped through a dynamic and reciprocal interaction among three factors: personal cognitive factors (such as knowledge, beliefs, and self-efficacy), behavioral patterns, and environmental influences. This triadic reciprocal determinism provides a robust theoretical lens for understanding how civic literacy develops and manifests among the youth (Bandura, 1986).

The cognitive dimension of civic literacy encompasses what individuals know about civic concepts, how government functions, and their rights and responsibilities. It includes the ability to grapple with complex political issues and think critically about information. Within SCT, cognitive gains also reflect self-efficacy: when learners express confidence in their civic knowledge, they demonstrate the belief that they can comprehend and fulfill civic roles—an outcome strengthened through observing others and participating in social discourse (Holbein & Hillygus, 2020). This understanding supports voter awareness and civic participation by helping people navigate the voting process, identify reliable information, and engage in informed discussions.

The behavioral dimension captures how civic knowledge is enacted—through voting, volunteering, advocacy, joining campaigns or civic groups, and encouraging others to participate. SCT emphasizes that observed civic behaviors model participation: when youth witness peers, family members, or community leaders engaging in civic activities, they develop behavioral patterns and a sense of efficacy that motivate their own participation (Fedi et al., 2023).

The technological dimension intersects with both cognition and behavior by enabling access to information, facilitating online discussion, and supporting digital advocacy in a rapidly evolving civic landscape. Using digital tools for civic engagement fits within SCT's understanding of environmental influences; people learn how to use online resources and then employ them to gather information and participate in civic life, all shaped by their confidence in their digital skills (Tambunan et al., 2024; Wui et al., 2025).

The voter awareness and participation dimension represents specific aspects of civic engagement that naturally emerge from the interplay of understanding (knowing about voting), actively engaging (seeking information, volunteering), and the environmental factors such as educational settings and digital platforms.

Together, these dimensions—cognitive, behavioral, technological, and voter awareness—form an interdependent framework: observed civic behaviors model participation (per SCT), technological tools broaden opportunities for action, and active engagement in turn reinforces understanding and a sustained commitment to community and democratic life.

Conceptual Framework: A Multidimensional Model of Civic Literacy

This study operates within a multidimensional conceptual framework that views civic literacy not as a single construct but as a dynamic blend of several interconnected elements that together empower individuals to participate effectively in democratic life.

Civic literacy encompasses the knowledge, skills, and attitudes individuals need to meaningfully engage in their civic and political communities; it goes beyond memorizing facts to emphasize practical application and a personal commitment to participation (Roumell, 2020). The framework's dimensions are interdependent—understanding civic concepts can motivate active involvement, which is often facilitated by technological competence—and strength across these areas indicates a higher level of civic literacy that supports well-informed, engaged citizenship.

The study explicitly measures civic literacy across four intertwined dimensions: (1) the cognitive dimension, which assesses knowledge and understanding of civic concepts, government structures, rights, and responsibilities; (2) the behavioral dimension, which captures active participation in civic and democratic processes; (3) the technological dimension, which examines the use of digital tools and platforms for civic engagement; and (4) voter awareness and participation, which focuses on knowledge and engagement related to electoral processes.

This framework supports the study's aim to gather foundational data that will help develop effective approaches to boost civic literacy among youth in Cabog, Dingalan, Aurora. The strong push by respondents for embedding civic education in school curricula echoes SCT's emphasis on intentional teaching and shaping the environment to nurture desired actions. Recognizing that effective civic literacy efforts must touch



upon all these facets, the framework provides a comprehensive lens for assessing the civic readiness of youth for active and informed democratic participation.

Materials and Methods

This study employed a descriptive research design with a quantitative approach to analyze and interpret data on civic literacy among high school students in Cabog Integrated School, Dingalan, Aurora. Dingalan is a coastal municipality in the province of Aurora, situated along the eastern seaboard of Central Luzon. Its geographic isolation and limited infrastructure make it a significant site for studying civic literacy, as rural communities often face unique challenges in access to civic education resources and participation opportunities.

Data were gathered using purposive sampling, which targeted 22 high school students aged 16 to 18 years during Academic Year 2024–2025. The sample comprised 7 females (31.82%) and 15 males (68.18%), all enrolled at Cabog Integrated School.

The researchers developed a structured survey questionnaire with four main sections, each corresponding to a dimension of civic literacy: Cognitive, Behavioral, Technological, and Voter Awareness and Civic Participation. The questionnaire consisted of closed-ended questions, primarily using a Likert-type scale, with some multiple-choice options. The questions were designed to gauge respondents' confidence in civic knowledge, frequency of civic engagement, use of technology for civic purposes, and beliefs regarding various civic topics.

The questionnaires were distributed and administered face-to-face within a classroom setting, with participants given ample time to complete the survey. For data analysis, the responses were recorded, tabulated, and analyzed based on frequency and percentage distribution. Both male and female counts for each response, along with their respective percentages, were calculated based on the overall sample size (N=22).

Ethical standards were rigorously upheld throughout this study, including maintaining participant anonymity and confidentiality, obtaining informed consent, and avoiding any subjective judgments regarding individual responses. However, the findings are limited by the small sample size of 22 respondents, which restricts statistical robustness and generalizability. Despite this limitation, the study provides valuable baseline data on civic literacy in a rural Philippine community, which is crucial for developing targeted civic education interventions as part of the BTLED/BSIE Department's extension services in Dingalan.

Results and Discussion

This section presents an assessment of civic literacy among the youth by examining cognitive, behavioral, and technological dimensions. It further evaluates youth awareness of voting and their participation in civic activities. Additionally, the research explores barriers that hinder youth engagement in civic matters and identifies effective strategies for enhancing civic literacy within educational settings. The study also aims to integrate these recommendations into the research, extension, and training programs conducted by the BTLED/BSIE Department extension services in the Municipality of Dingalan, promoting broader community impact and the interplay between students' socio-demographic characteristics and their self-perceived civic literacy.

1. Profile of the Respondents

The study involved 22 respondents from Cabog Integrated High School, consisting of 7 females (31.82%) and 15 males (68.18%), all aged between 16 and 18 years.

2. Cognitive Dimension

The cognitive dimension assessed the respondents' self-perceived knowledge and understanding of civic concepts. The results indicate a high level of confidence and a strong belief in the importance of civic knowledge.

Table 1: Cognitive Dimension of Civic Literacy (N=22)

Question	Response Options	Count	Percentage
1. How confident do you feel in your understanding of civic rights and responsibilities?	Very confident	19	86.36%
	Somewhat confident	1	4.55%
	Neutral	0	0.00%
	Somewhat unconfident	2	9.09%
	Very unconfident	0	0.00%
2. How often do you engage in discussions about civic issues with peers?	Frequently	8	36.36%
	Occasionally	7	31.82%
	Rarely	7	31.82%
	Never	0	0.00%
3. To what extent do you believe that knowledge of government processes is essential for civic participation?	Extremely important	16	72.73%
	Very important	4	18.18%
	Moderately important	2	9.09%



	Slightly important	0	0.00%
	Not important at all	0	0.00%
4. How well do you think you understand the concept of democracy?	Very well	4	18.18%
	Well	11	50.00%
	Somewhat well	7	31.82%
	Not very well	0	0.00%
	Not at all	0	0.00%
5. How often do you seek out information on current civic issues?	Very often	6	27.27%
	Often	13	59.09%
	Sometimes	0	0.00%
	Rarely	3	13.64%
	Never	0	0.00%
6. How would you rate your current knowledge of civic literacy?	Excellent	8	36.36%
	Good	7	31.82%
	Fair	6	27.27%
	Poor	1	4.55%
7. What topics related to civic literacy do you feel are most important? (Select all that apply)	Voting rights and processes	7	31.82%
	Community engagement	2	9.09%
	Understanding government structures	3	13.64%
	Social justice issues	3	13.64%
	Political rights	2	9.09%
	(Selected ALL of the above)	5	22.03%

Based on the table above, the study of 22 respondents revealed that 86.36% felt very confident in their understanding of civic rights/responsibilities, though 9.09% reported feeling somewhat unconfident. While 36.36% engaged in civic discussions frequently, another 31.82% participated only occasionally or rarely, indicating room for increased dialogue. An overwhelming 72.73% considered knowledge of government processes extremely important for civic participation.

Regarding democratic concepts, 50% understood them well, but 31.82% grasped them only somewhat well—suggesting some gaps in deeper comprehension. Information-seeking habits were strong (59.09% researched civic issues often), though 13.64% did so rarely. Self-rated civic knowledge skewed positive (36.36% excellent, 31.82% good), yet 27.27% rated it fair and 4.55% poor. Thematically, 31.82% prioritized voting rights, while 22.03% valued all topics equally—reflecting both focused and holistic perspectives on civic literacy. These findings highlight a generally engaged group with opportunities to strengthen conceptual understanding and consistent participation among subsets of respondents.

These findings align with studies on civic education in the Philippine context. The Rosa Luxemburg Stiftung (2024) report on civic education in the Philippines noted that while Filipino students generally possess basic civic knowledge, deeper comprehension of democratic processes often remains limited due to the emphasis on rote learning in social studies curricula. The gap between confidence (86.36% very confident) and conceptual understanding (only 18.18% understanding democracy ‘very well’) echoes concerns raised by the YouthLed study (2022), which found that Senior High School students have limited exposure to substantive civic education. Furthermore, the strong information-seeking behavior (86.36% seeking civic information often or very often) reflects the influence of digital media as a primary source of civic information among Filipino youth (Labayo & Cleofas, 2024), though this also raises concerns about the quality and reliability of the information consumed.

3. Behavioral Dimension

This section measured the active participation of respondents in civic and democratic processes. The data show a high level of engagement in community activities and a strong willingness to encourage others.



Table 2: Behavioral Dimension of Civic Literacy (N=22)

Question	Response Options	Count	Percentage
1. How often do you participate in community service or civic engagement activities?	Very often	8	36.36%
	Often	6	27.27%
	Sometimes	5	22.73%
	Rarely	3	13.64%
2. Have you ever actively participated in a democratic process (e.g., voting, petitioning)?	Yes, frequently	15	68.18%
	Yes, occasionally	7	31.82%
	No, but I plan to	0	0.00%
	No, I do not plan to	0	0.00%
3. How likely are you to encourage others to participate in civic activities?	Very likely	10	45.45%
	Likely	6	27.27%
	Neutral	3	13.64%
	Unlikely	3	13.64%
4. How often do you engage in discussions about social justice or civic issues?	Very often	6	27.27%
	Often	6	27.27%
	Sometimes	5	22.73%
	Rarely	5	22.73%
	Never	0	0.00%
5. Do you believe that civic engagement should be a mandatory part of educational curricula?	Strongly agree	11	50.00%
	Agree	10	45.45%
	Neutral	1	4.55%
	Disagree	0	0.00%
	Strongly disagree	0	0.00%

The behavioral data reveals a very active respondent group. A combined 63.63% participate in community service ‘Very often’ or ‘Often.’ Remarkably, 100% have participated in a democratic process, with 68.18% doing so frequently. The willingness to encourage others is high, with 72.73% being ‘Very likely’ or ‘Likely.’ Discussions about social justice or civic issues occur ‘Very often’ or ‘Often’ for 54.54% of respondents. Most notably, an overwhelming 95.46% either ‘Strongly agree’ or ‘Agree’ that civic engagement should be a mandatory part of educational curricula, underscoring a strong collective belief in the importance of civic education.

The behavioral findings are particularly noteworthy when viewed through the lens of Social Cognitive Theory. The high rate of active participation in democratic processes (100%) and the strong willingness to encourage others (72.73% likely or very likely) suggest a robust cycle of reciprocal determinism: respondents’ cognitive understanding of civic importance (as seen in the cognitive dimension) translates into behavioral

engagement, which in turn reinforces their civic knowledge and self-efficacy. The near-unanimous conviction (95.46%) that civic engagement should be a mandatory part of educational curricula is consistent with findings by Fedi et al. (2023), who demonstrated that educational interventions designed to promote civic engagement among youth can significantly strengthen civic attitudes and participatory intent. In the Philippine context, the Project Citizen program administered by the Philippine Center for Civic Education and Democracy (PCCED) has similarly demonstrated that activity-based civic lessons enhance students’ civic efficacy and attitudes (Piñgul, 2015).

4. Technological Dimension

This section examines the respondents’ use of digital tools and platforms for civic engagement. The data indicate a high level of digital comfort and proficiency for civic purposes.



Table 3: Technological Dimension of Civic Literacy (N=22)

Question	Response Options	Count	Percentage
1. How comfortable are you with using technology for civic engagement activities?	Very comfortable	10	45.45%
	Comfortable	11	50.00%
	Neutral	1	4.55%
	Uncomfortable	0	0.00%
	Very uncomfortable	0	0.00%
2. How often do you utilize online resources to educate yourself about civic issues?	Very often	12	54.55%
	Often	5	22.73%
	Sometimes	1	4.55%
	Rarely	4	18.18%
	Never	0	0.00%
3. To what extent do you feel that social media positively influences civic engagement among youth?	Extremely positive	13	59.09%
	Very positive	5	22.73%
	Neutral	3	13.64%
	Very negative	1	4.55%
	Extremely negative	0	0.00%
4. Have you ever participated in virtual town halls or online civic forums?	Yes, frequently	12	54.55%
	Yes, occasionally	7	31.82%
	No, but I plan to	3	13.64%
	No, I do not plan to	0	0.00%
5. How important do you think digital literacy is for effective civic participation?	Extremely important	11	50.00%
	Very important	7	31.82%
	Moderately important	4	18.18%
	Not important at all	0	0.00%

The data presented above strongly indicates that the respondents are highly comfortable and actively engaged with technology for civic purposes. A combined 95.45% reported being 'Very comfortable' or 'Comfortable' using technology for civic activities, reflecting strong digital fluency. This comfort translates into action, as 77.28% 'Very often' or 'Often' utilize online resources for civic education. Furthermore, the vast majority (81.82%) hold a positive view of social media's influence on youth civic engagement, and an impressive 86.37% have participated in virtual town halls or online civic forums, demonstrating practical engagement with digital platforms. This proactive digital participation is underscored by a universal belief that digital literacy is either 'Extremely important' (50.00%) or 'Very important' (31.82%) for effective civic participation, highlighting their recognition of technology's indispensable role in contemporary civic life.

The high comfort level with technology for civic engagement (95.45%) and the positive perception of social media's influence on civic participation (81.82%) reflect broader trends

documented in Philippine youth studies. Wui et al. (2025) found that classroom openness to discussion, combined with digital literacy, positively influences online civic engagement among Filipino high school students. Similarly, Labayo and Cleofas (2024) demonstrated that online civic engagement among Filipino undergraduate students positively predicted global competence across multiple domains. However, the positive perception of social media must be interpreted with caution. The Rosa Luxemburg Stiftung (2024) report highlighted disinformation as a significant challenge to Philippine civic education, noting that civil society organizations have developed initiatives to help students develop online skills to combat misleading information. Tambunan et al. (2024) similarly found that while digital literacy enhances civic education, significant improvements were not achieved across all indicators, particularly in critical thinking and collaboration—skills essential for navigating the complex digital civic landscape.



5. Voter Awareness and Civic Participation

Table 4.1: Voter Awareness (N=22)

Sub-Dimension	Question	Response Options	Count	Percentage
Voter Awareness	1. How familiar are you with the voting process?	Very familiar	12	54.55%
		Somewhat familiar	7	31.82%
		Neutral	3	13.64%
	2. How often do you seek information about upcoming elections?	Very often	10	45.45%
		Often	10	45.45%
		Sometimes/Rarely	2	9.10%
	3. How important is understanding voter registration requirements?	Extremely important	14	63.64%
		Very important	4	18.18%
		Moderately important	4	18.18%
	4. How confident are you in locating credible candidate information?	Very confident	9	40.91%
		Somewhat confident	8	36.36%
		Neutral/Unconfident	5	22.73%
	5. Have you attended workshops on voting/civic engagement?	Yes, frequently	12	54.55%
		Yes, occasionally	6	27.27%
		No, but I plan to	4	18.18%

Voter Awareness. A significant majority of respondents (86.37%) are at least somewhat familiar with the voting process, with over half (54.55%) being very familiar. Respondents actively seek information about upcoming elections, with 90.9% doing so very often or often. Understanding voter registration requirements is considered highly important by most, with 81.82% viewing it as extremely

important or very important. A substantial portion (77.27%) feels at least somewhat confident in locating credible candidate information. More than three-quarters (81.82%) have attended workshops on voting or civic engagement, with over half (54.55%) attending frequently.

Table 4.2: Civic Participation (N=22)

Sub-Dimension	Question	Response Options	Count	Percentage
Civic Participation	1. How often do you participate in community meetings/forums?	Very often	8	36.36%
		Often	8	36.36%
		Sometimes/Rarely	6	27.27%
	2. Have you volunteered for a political campaign/civic organization?	Yes, frequently	7	31.82%
		Yes, occasionally	10	45.45%
		No	5	22.73%
	3. How likely are you to encourage others to participate?	Very likely	10	45.45%
		Likely	8	36.36%
		Neutral/Unlikely	4	18.18%
	4. How often do you discuss civic issues with peers?	Very often	9	40.91%
		Often	5	22.73%
		Sometimes/Rarely/Never	8	36.36%
	5. Should civic engagement be required in education/profession?	Strongly agree/Agree	17	77.27%



Civic Participation. Participation in community meetings or forums is evenly split between very often and often (36.36% each), indicating a reasonable level of engagement. A large majority (77.27%) have volunteered for political campaigns or civic organizations, either frequently or occasionally. Most respondents (81.81%) are very likely or likely to encourage others to participate in civic activities. Discussions about civic issues with peers occur very often or often for 63.64% of respondents. An overwhelming majority (77.27%) strongly agree or agree that civic engagement should be required in education or professional settings.

Overall, the data suggests a highly engaged and aware group of respondents concerning both voter awareness and civic participation. They are familiar with the voting process, actively seek information, value registration requirements, are confident in finding candidate information, and participate in civic workshops. Similarly, they are involved in community activities, volunteer, encourage others, discuss civic issues, and believe in mandatory civic engagement.

The strong voter awareness and active civic participation demonstrated by these respondents are encouraging, particularly given their age group (16–18 years), which represents pre-voting or newly eligible voters in the Philippine context. These findings contrast with broader trends observed globally, where youth voter participation has been declining. The National Association of State Boards of Education (NASBE) reported that in the United States, youth voter participation dropped from 50% in 2020 to 42% in 2024, with more than a third of young people reporting that voting was not important to them. In the Philippines, despite rising political awareness among youth, actual voter turnout remains lower than that of older populations (Saldivar, 2026). The strong workshop attendance (81.82%) among the respondents suggests that targeted civic education interventions can effectively sustain youth interest in democratic participation. The overwhelming agreement (77.27%) that civic engagement should be required in education aligns with policy recommendations from the YouthLed study and supports the integration of civic education across all Senior High School strands, not just the humanities and social sciences track.

Conclusions and Recommendations

Conclusions

Based on the findings of this study on civic literacy among 22 high school students in Cabog Integrated School, Dingalan, Aurora, the following conclusions are drawn:

1. The respondents demonstrated a generally high level of cognitive civic literacy, with 86.36% expressing strong confidence in their understanding of civic rights and responsibilities, and 90.91% considering knowledge of government processes essential for civic participation. However, a notable gap exists between confidence and deeper comprehension, as only 18.18% reported understanding the concept of democracy ‘very well,’ while 31.82% grasped it only ‘somewhat well.’ This discrepancy suggests that self-perceived confidence does not necessarily correspond with substantive civic knowledge.

2. Behavioral engagement in civic activities was remarkably strong, with 100% of respondents having actively participated in democratic processes and 63.63% engaging in community service ‘very often’ or ‘often.’ The near-unanimous support (95.46%) for integrating civic engagement into educational curricula underscores the respondents’ recognition of civic education’s importance. These behavioral patterns reflect the reciprocal determinism posited by Social Cognitive Theory, wherein civic knowledge fuels active participation, which in turn reinforces civic understanding.
3. The technological dimension revealed high digital comfort and proficiency for civic purposes, with 95.45% of respondents feeling comfortable using technology for civic activities and 86.37% having participated in virtual town halls or online civic forums. The positive perception of social media’s influence on civic engagement (81.82%) highlights the significant role of digital platforms in shaping contemporary civic participation among youth.
4. Voter awareness among respondents was notably strong, with 86.37% being at least somewhat familiar with the voting process, 90.9% actively seeking information about upcoming elections, and 81.82% having attended workshops on voting or civic engagement. Civic participation was similarly robust, with 72.72% regularly attending community meetings and 77.27% having volunteered for political campaigns or civic organizations.
5. Overall, the study reveals a highly engaged cohort of youth with strong self-reported civic literacy across all four dimensions. The interdependence of cognitive understanding, behavioral engagement, technological proficiency, and voter awareness—as framed by Social Cognitive Theory—is evident in the consistently positive results across dimensions. However, the identified gaps in deeper democratic concept comprehension and the small but present subset of disengaged respondents indicate areas requiring targeted intervention.

Recommendations

Based on the conclusions of this study, the following recommendations are offered:

1. Curriculum Integration: Given the near-unanimous support (95.46%) for including civic engagement in educational curricula, the Department of Education and school administrators should strengthen the integration of civic literacy education across subject areas, not only within Araling Panlipunan. The MATATAG Curriculum’s Makabansa component provides an opportune framework for this integration.
2. Targeted Deepening of Democratic Understanding: Programs should be developed to address the gap between civic confidence and substantive understanding of democratic concepts. Activity-based learning approaches, such as simulations of democratic processes, debates on civic issues, and community-based research projects, should be employed to move beyond rote learning toward experiential civic education.
3. Leveraging Digital Platforms: Given the high technological comfort (95.45%) and active digital civic participation (86.37%) among respondents, educational programs



should leverage digital platforms for civic education delivery. Online civic forums, digital literacy workshops that include critical evaluation of civic information, and social media-based civic campaigns can extend the reach and relevance of civic education.

4. Expansion of Civic Education Workshops: The strong attendance at civic engagement workshops (81.82%) suggests that such programs are valued by the youth. Partnerships between the College of Education, local government units, and community organizations should be strengthened to expand the availability and frequency of civic education workshops in Dingalan.
5. Integration into Extension Services: The findings of this study should be integrated into the research, extension, and training programs of the BTLED/BSIE Department, with Cabog Integrated School serving as a model site for civic literacy education. This includes developing a civic literacy training module that addresses all four dimensions identified in this study.
6. Future Research: Subsequent studies should employ larger and more diverse samples to enhance generalizability. Longitudinal research tracking civic literacy development over time, comparative studies across rural and urban settings, and investigations into the relationship between civic literacy and actual voting behavior among newly eligible voters would provide valuable insights for evidence-based civic education policy.

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