

# **Knowledge of Social Studies as Predictor of Citizenship Behavior of Secondary Student Leaders of Butuan City, Philippines**

**RODELIO B. PASION**

<http://orcid.org/0000-00031217-5441>

[rbpasionedutech@gmail.com](mailto:rbpasionedutech@gmail.com)

Libertad National High School

Butuan City, Philippines

Gunning Fog Index: 16.78 • Originality: 99% • Grammar Check: 99%  
Flesch Reading Ease: 25.06 • Plagiarism: 1%



## **ABSTRACT**

This study examine the level of knowledge, skills, attitude, and values of Social Studies as predictors of citizenship behavior namely: altruism; civic virtue; sportsmanship; conscientiousness; and courtesy of the secondary student leaders of Butuan City Division. The researcher employed a mixed method which is descriptive evaluative and quantitative design. The respondents of this study are the classroom officers comprising the four hundred (400) secondary student leaders of the empowered secondary schools of the thirteen (13) districts in the division. Considering the number of students, this bears the greater challenge for the teachers to deal with the knowledge, skills, attitudes, and values of the students in their day-to-day encounter in the classroom and the school premise. The researcher used an achievement exam to measure the knowledge, skills, attitude, and values in Social Studies and a survey questionnaire in gauging the Citizenship Behavior. Mean and Stepwise Regression were used in treating the problem. The findings of the study showed that of the four learning competencies in Social Studies only knowledge was found to be highly significant, and found to be the predictor of the Citizenship behavior of the secondary student leaders of Butuan City Division.

## KEYWORDS

Knowledge, Predictors, Social Studies, Citizenship Behavior, Descriptive Evaluative, Quantitative,

## INTRODUCTION

The primary goal of Social Studies curriculum is to give students the knowledge, skills, attitude, values, and competencies to be active and informed citizens who can think critically, understand and explain the perspectives of others, make judgments, and communicate ideas effectively. It provides opportunities for students to learn about Filipino society, being a democratic institution, and the rights and responsibilities of being Filipinos. It discovers how students can have an impact on the decisions made in their society and advocate for causes important to them. Students will also understand the importance of being open to new ideas and civil to those with whom they disagree in creating a healthy and vibrant democracy. Through this curriculum, students will have opportunities to explore and better understand their own identity, perspectives, and values as well as develop the competencies that encourage active, informed citizenship.

Moreover, students also develop the ability to think critically, consider different perspectives and ideas with an open mind, and disagree respectfully with those who have different opinions or points of view. Students will be empowered to stay informed about public policy and take action on issues important to them. The knowledge, skills, attitude, values, and competencies developed throughout the Social Studies curriculum will prepare students to participate in society as responsible citizens.

Accordingly, there is conflicting data on the relationship between Social Studies and civic engagement. Social Studies has a constant influence on civics which all active citizens are exposed; however, research suggests that Social Studies does little control to engage students. Some theorized that current curriculum might undermine rather than promote civic engagement for example, “middle school students were rarely encouraged to analyze multiple perspectives on a range of social issues and historical narratives (Camicia & Saavedra, 2009). When referring to their personal experiences, it was a consensus that Social Studies educations are centered upon an idealistic portrayal of U.S. history as seen through the eyes of white, privileged males. According to Boyte (2003), “those who most need power which derives from political skills and knowledge are those who are least likely to gain such knowledge and skills.” It is one of the most popular sentiments expressed as a downfall of the current curriculum.

Many questions arise when reviewing the research on curriculum. However, the most crucial issue and the problem which seems to be central to the debate is the question that presents by Down (2012) on this topic: “Is it the proper business of educational institutions to promote civic engagement above and beyond civic education?” Some

theorists believe that schools should only be concerned with providing knowledge on the subject and that action should be left up to the individual. Others believe that promoting civic engagement goes hand in hand with educating the masses. Pratte (1988) asserts that regardless of the question or position is taken, Social Studies has failed to provide adequate civics education or promote civic responsibility. He further posits that, "civic education presently is precisely the breakdown of the crucial link between the citizen and the community.

The research suggests that although Social Studies can promote civic responsibility, the current curriculum model does not fully satisfy this objective. Although many researchers and educators agree on this position, there has yet to be a consensus on the most effective model to achieve this goal. Some models believed that the current curriculum must be completely revamped to include a new methodology which places a more diverse curriculum in place. Other models rely on just adding to the status quo to create a more varied curriculum which not only encompasses knowledge of domestic civics but one which incorporates a more global outlook. The one thing that all of the models have in common is the idea that if done correctly, Social Studies can promote civic responsibility and that civic responsibility is best developed by engaging students starting at an early age.

The Filipino youth today faces an innumerable of issues that need to be addressed at the grass root level. Poverty, lack of education, drug or substance abuse, vice, crime, and unemployment are among the many problems that continue to batter them. Likewise, recent issues on the rising number of street children in urban centers, child abuse, forced labor, and pedophilia are quite alarming, aggravating the plight of the youth. The youth of nowadays has been widely outclassed; they do not consider themselves to be too young to be pampered, and they are not supposed to be old enough to take responsibility on their shoulders. These issues created an impact on the behavior of the students. Since, when a student exposed to these conditions they become more aggressive, they often do so because they have difficulty in dealing with their anxiety or frustration and cannot verbalize their feelings as others do. The aggression may also be a form of impulsivity. These reasons fueled the researcher to come up this kind of study and linked these issues in teaching Social Studies since the very aim of this subject is to transform an individual to become a productive and kind citizen in the society. Moreover, the researcher believes that the development of knowledge in Social Studies will help an individual to be transformed to become better.

As a Social Studies teacher, the researcher is more concerned about how well Social Studies prepare today's students to become active, engaged citizens tomorrow. It is at this point that the researcher conducted a study and tried to assess as to what extent the Social Studies curriculum influences students to become active and confident citizens. Since the researcher believed, specifically in the field of Social Studies, it is not only our responsibility to meet the standards set by the state, but to also ensure that we are molding our students into responsible citizens. It is also the goal of the researcher to

help and develop a curriculum that not only addresses standards but also will encourage students to become active in their community while making a difference in the world. Thus, the rationale mentioned above propelled the initiative of the researcher to conduct this study.

## **FRAMEWORK OF THE STUDY**

This study is grounded in the Theory of Citizen Participation. Citizen participation is a course which promotes private citizens a chance to inspire community decisions and has long been an element of the self-governing decision-making process. The roots of citizen involvement originated from Greece and Colonial New England. Before the 1960s, governmental, and set-ups were designed to facilitate “external” participation. Citizen participation was established in the mid-1960s with President Lyndon Johnson’s Great Society programs (Cogan & Sharpe, 1986). If populace is cut off from, or subservient to, the authorities [who] make analytical decisions affecting their lives; [and] the available means for getting redress are distant and active...[then]this means that the government is a power over the people rather than a mechanism through which people exercise their sovereign authority.

Citizen participation entails public involvement is meant to ensure that citizens have a direct voice in community choices. “Citizen” and “public,” and “involvement” and “participation” as positions are usually used interchangeably. Thus, both are generally used to indicate a process through which citizens have a voice in public policy decisions, both have distinctively different meanings and convey little insight into the process they seek to describe. Mize (1972) reveals that the term “citizen participation” and its relationship to public decision-making have evolved without a consensus regarding either its meaning or its consequences.

Citizen participation is usually seen as an essential aspect of democracy. Many theorists claim that citizen participation has positive effects on the quality of justice. Theories of participatory democracy, deliberative democracy, and social capital assert that citizen involvement has positive results on freedom. It contributes the inclusion of individual citizens in the policy process, it encourages civic skills and civic virtues, it leads to rational decisions based on public reasoning, and it increases the legitimacy of the process and outcome. In understanding that a variety of citizen participation techniques exist, planners must develop public participation programs that meet the specific goals, objectives, and circumstances of each project. Cogan pointed out that: “A successful citizen participation program must be: integral to the planning process and focused on its unique needs; designed to function within available resources of time, personnel, and money; and responsive to the citizen participants” (Cogan et al. 1986). Public participation is one means of reducing tension and conflict over public policy decisions. A variety of techniques exist that solicit public input effectively. Planners and participants can derive many concrete benefits from an effective public

involvement process. However, the expectations of planners and the public must be roughly equivalent for the method to be effective. Knowledge in Social Studies can be an excellent tool for enhancing the behavior of the students. Knowledge plays a more critical role when it comes to the life of people. Knowledge is considered as an asset to be valued, developed, and managed (Bogdanowicz & Bailey, 2002). Organ (1997) stated that knowledge could be improved organizational competitiveness and lack of problems for an organization.

## **OBJECTIVES OF THE STUDY**

This study pursued to determine the following objectives: (1) to determine the level of knowledge, skills, attitude, and values in Social Studies; (2) to determine the level of Citizenship Behavior; and (3) to find the predictors of Citizenship Behavior of the secondary student leaders of Butuan City Division.

## **METHODOLOGY**

The researcher used mixed methods which are descriptive-evaluative and quantitative design to determine the level of Knowledge, Skills, Attitude, and Values in Social Studies and the level of demonstration of the Citizenship Behavior in terms of the following: (1) altruism; (2) civic virtue; (3) sportsmanship; (4) conscientiousness; and (5) courtesy. Butuan City division was the place where the study was conducted focusing on the twelve (12) empowered secondary schools in the division.

The respondents of this study were the classroom officers of the empowered schools in the secondary level a total of four hundred (400) students. The researcher used a proportional sampling in the identification of the respondents. Upon the distribution of the questionnaires, convenient sampling was applied. To gather the relevant information needed in the study, the researcher designed two types of questionnaires. First is an achievement exam; the questions were taken from the Grade 8 Araling Panlipunan Module (2014). This exam was used to measure the Knowledge, Skills, Attitude, and Values of the student-respondents in Social Studies. The second questionnaire is anchored from the Adapted Self-Report Altruism Scale (P. C. Rushton (original), Peter Witt and Chris Bolesman (adapted version) Year: 1981 (original), 2009) (modified), and from the study of the following: (1) Joel Ivy (2014) entitled *The Effects of Religion on Organizational Citizenship Behavior*; and (2) Chi et.al. (2006) entitled *Developing Indicators and Measures of Civic Outcomes for Elementary School Students*. The survey questionnaire is composed of five (5) parts: (1) altruism; (2) civic virtue; (3) sportsmanship; (4) conscientiousness; and (5) courtesy.

In treating the problem, the following statistical tools were used in the study. Mean was applied to determining the level of Knowledge, Skills, Attitude, and Values in Social Studies and in determining the level of demonstration of the following Citizenship

Behavior and stepwise regression was used to which of the following independent variables singly or in combination predicts the Citizenship Behavior of the secondary student leaders of Butuan City division.

## RESULTS AND DISCUSSION

Table 1. Results of the level of knowledge, skills, attitude, and values in Social Studies

Schools	Knowledge		Skills		Attitude		Values		Overall Mean	Verbal Description
	Mean	VD	Mean	VD	Mean	VD	Mean	VD		
Agusan National High School (ANHS)	7.12	S	6.78	S	7.46	S	6.92	S	7.07	Satisfactory
Agusan Piqueno National High School (APNHS)	8.56	VS	7.94	S	6.88	S	8.06	S	7.86	Satisfactory
Amparo National High School (ANHS)	6.38	P	7.00	S	7.25	S	7.88	S	7.13	Satisfactory
Banza National High School (BNHS)	7.62	S	7.23	S	7.54	S	6.15	P	7.13	Satisfactory
Butuan City Comprehensive National High School (BCCNHS)	8.50	S	7.50	S	6.88	S	5.75	P	7.16	Satisfactory
Butuan City School of Arts and Trade (BCSAT)	8.41	S	8.00	S	8.28	S	6.97	S	7.91	Satisfactory
Libertad National High School (LNHS)	7.12	S	7.31	S	7.55	S	7.29	S	7.32	Satisfactory
Los Angeles National High School (LANHS)	7.56	S	6.69	S	7.44	S	7.31	S	7.25	Satisfactory
Lumbocan National High School (LNHS)	8.92	VS	8.00	S	7.54	S	6.08	P	7.63	Satisfactory
San Vicente National High School (SVNHS)	7.48	S	6.20	P	6.84	S	6.76	S	6.82	Satisfactory
Taligaman National High School (TNHS)	7.64	S	7.12	S	8.12	S	7.36	S	7.56	Satisfactory
Tungao National High School (TNHS)	8.86	VS	8.19	S	7.57	S	6.76	S	7.85	Satisfactory
Overall Mean	7.52	S	7.10	S	7.50	S	6.98	S	7.28	Satisfactory

Legend: 11.51 – 13.00 – Outstanding  
 08.51 – 11.50 – Very Satisfactory  
 01.00 – 04.50 – Very Poor  
 04.51 – 06.50 – Poor  
 06.51 – 08.50 – Satisfactory

Table 2. Level of demonstration of citizenship behavior: altruism, civic virtue, sportsmanship, conscientiousness, and courtesy

Schools	Altruism		Civic Virtue		Sports- manship		Conscien- tiousness		Courtesy		Overall	
	Mean	VD	Mean	VD	Mean	VD	Mean	VD	Mean	VD	Mean	VD
Agusan National High School (ANHS)	3.15	S	3.51	VS	3.67	VS	3.20	S	4.66	O	3.64	VS
Agusan Piqueno National High School (APNHS)	3.16	S	3.53	VS	3.65	VS	3.21	S	4.80	O	3.67	VS
Amparo National High School (ANHS)	3.07	S	3.54	VS	3.81	VS	3.18	S	4.76	O	3.67	VS
Banza National High School (BNHS)	3.27	S	3.54	VS	3.58	VS	3.26	S	4.70	O	3.67	VS
Butuan City Comprehensive National High School (BCCNHS)	3.18	S	3.54	VS	3.71	VS	3.20	S	4.78	O	3.68	VS
Butuan City School of Arts and Trade (BCSAT)	3.10	S	3.39	S	3.50	S	3.20	S	4.27	VS	3.49	S
Libertad National High School (LNHS)	3.15	S	3.51	VS	3.66	VS	3.22	S	4.79	O	3.67	VS
Los Angeles National High School (LANHS)	3.22	S	3.57	VS	3.66	VS	3.20	S	4.78	O	3.69	VS
Lumbocan National High School (LNHS)	3.18	S	3.52	VS	3.69	VS	3.23	S	4.82	O	3.69	VS
San Vicente National High School (SVNHS)	3.15	S	3.53	VS	3.71	VS	3.21	S	4.77	O	3.67	VS
Taligaman National High School (TNHS)	3.23	S	3.48	S	3.58	VS	3.18	S	4.49	VS	3.59	VS
Tungao National High School (TNHS)	3.15	S	3.48	S	3.60	VS	3.15	S	4.51	O	3.58	VS
Overall Mean	3.17	S	3.51	VS	3.65	VS	3.20	S	4.68	O	3.64	VS

Legend: 4.51 – 5.00 – Outstanding  
 2.51 – 3.50 – Satisfactory  
 1.51 – 2.50 - Poor  
 3.51 – 4.50 – Very Satisfactory  
 1.00 – 1.50 – Very Poor

Table 2 discloses the five (5) values that were pointed out in this study. These include Altruism, Civic Virtue, Sportsmanship, Conscientiousness, and Courtesy. On Altruism, Amparo National High School (ANHS) got the lowest mean with 3.07. This would mean that the students have not yet fully internalized the value of helping others or showing concern toward others. On Civic Virtue, Sportsmanship, and Courtesy, Butuan City School of Arts and Trade (BCSAT) got the lowest mean of 3.39, 3.50, and 4.27 respectively. Though the school attained Very Satisfactory in Courtesy, it is still the weakest since the other ten (10) schools got an outstanding rating. On the other hand, Taligaman National High School (TNHS) only got Very Satisfactory in Courtesy with a mean of 4.49 while Tungao National High School (TNHS) got the lowest in Conscientiousness.

The overall mean shows that Altruism had a way of 3.17, Satisfactory and Conscientiousness had 3.20, Satisfactory while Civic Virtue, Sportsmanship, and Courtesy were rated Very Satisfactory. These would mean that these values must be given more focus by the teachers of the subject to be developed to the students in their daily discussions of the topics.

On the other hand, the schools as mentioned above which got the lowest in specific values only imply that the learning experiences of their students in these aspects are not so rich and more meaningful compared to the other schools with higher ratings. These values might not have been emphasized in classroom activities. Thus these are needed to be enriched and developed.

The result of this study was supported by the survey conducted by Piñgul (2015) on Measuring the Impact of a Supplemental Civic Education Program on Students' Civic Attitude and Efficacy Beliefs. Accordingly, the need to promote extra-classroom activities to supplement curriculum-based civic education efforts and to reach as broad a student population as possible, and to systematically evaluate and document such efforts towards providing data in furthering public education in the Philippines.

Table 3. Results of Stepwise Regression between the independent and dependent variable with respect to citizenship behavior

Predictors	R xy	Error	Tstat	P-value	Decision
Knowledge	0.16	0.004	3.31	0.00	Rejected
Skills	0.08	0.004	1.72	0.08	Accepted
Attitude	0.04	0.038	0.87	0.38	Accepted
Values	0.04	0.004	0.82	0.47	Accepted

Table 3 indicates the results of stepwise regression between the independent and dependent variable concerning Citizenship Behavior. Data reveal that among the four tested competencies, only Knowledge holds a vital relationship when correlated to the Citizenship Behavior.

## CONCLUSIONS

Grounded on the findings of an analysis of the study, it can be concluded as follows:

1. Results showed that all student-respondents verbally described Satisfactory in the four learning competencies in Social Studies. It means that student-respondents had an average achievement in the four learning areas.
2. Student-respondents showed evidence of the intense practice of the Citizenship Behavior based on the garnered Mean Percentage Scores (MPS) since all is verbally described as Satisfactory, Very Satisfactory and Outstanding. It typifies that the teaching-learning process of the Social Studies classrooms has a high

influence on the students' behaviors. The manifestation of Citizenship Behaviors is a concretization that students have internalized the teachings and eventually form their values into their beings. From the five (5) assessed behaviors results manifested that student-respondents exhibited outstandingly in the area of courtesy which is the actualization that the students have become well-mannered.

3. Of the four learning competencies in Social Studies (Knowledge, Skills, Attitude, and Values) only Knowledge predicts the Citizenship Behavior of the secondary student leaders of Butuan City Division. It typifies that knowledge in Social Studies and the developments of Citizenship Behavior are inseparable and inevitable in the educational system. These are the most crucial aspects that influenced the behavior of the students.

### RECOMMENDATIONS

In light of the outcomes and conclusions shown in this study, the following recommendations are forwarded.

1. It is recommended that teachers who teach Social Studies must be a graduate in the aligned field so that the teacher can exhaustedly give information they learned. Moreover, the teacher will be able to utilize classroom strategies and techniques that are helpful to the students and significant to their learning. However, if by necessity a teacher who graduated in another field has to teach the subject as mentioned above, they must be equipped with the necessary skills through trainings so that students' learning is not sacrificed.
2. It is also recommended that the teachers of Social Studies of the chosen twelve (12) schools will integrate meaningful experiences in the classroom including activities that will stimulate the students' perception and judgment of the present situation in the country in order to measure what they learn in the subject and to enhance their Skills, Attitude, and Values as Filipinos.
3. It is further recommended that the principals of the twelve (12) empowered secondary schools considered in this study will look into the quality of the teaching-learning process in Social Studies as the overall result of the variables only reveals Satisfactory. It is better to conduct close supervision and monitoring by the principals and department heads in the conduct of the classes of the teachers in the subject to address the needs.
4. Future researchers may conduct studies on how other Citizenship Behaviors be adequately taught. It is also deemed beneficial to do further studies on this topic to ensure the continual observation of the students as well as their manifestation of values shown in the Social Studies classrooms.

## LITERATURE CITED

- Bogdanowicz, M. S., & Bailey, E. K. (2002). The value of knowledge and the values of the new knowledge worker: generation X in the new economy. *Journal of European industrial training*, 26(2/3/4), 125-129. Retrieved on March 10, 2019 from <https://goo.gl/7o5iN6>
- Boyte, H. C. (2003). Civic Education and the New American Patriotism Post-9/11. *Cambridge Journal of Education*, 33(1), 85-100. Retrieved on March 10, 2015 from [goo.gl/qdtr4g](https://goo.gl/qdtr4g)
- Bogdanowicz, M. S., & Bailey, E. K. (2002). The value of knowledge and the values of the new knowledge worker: generation X in the new economy. *Journal of European Industrial Training*, 26(2/3/4), 125-129. Retrieved on March 11, 2019 from [goo.gl/DSpnAC](https://goo.gl/DSpnAC)
- Camicia, S. P., & Saavedra, C. M. (2009). A New Childhood Social Studies Curriculum for a New Generation of Citizenship. *International Journal of Children's Rights*, 17(3), 501-517. doi:10.1163/157181809X441362
- Chi, B., Jastrzab, J., & Melchior, A. (2006). Developing Indicators and Measures of Civic Outcomes for Elementary School Students. Retrieved on December 12, 2015 from [goo.gl/A6PL5M](https://goo.gl/A6PL5M)
- Cogan, C & Sharpe, G. (1986). Planning Analysis: The Theory of Citizen Involvement, Retrieved on March 20, 2015 from [goo.gl/uhp8Co](https://goo.gl/uhp8Co)
- Cogan, A., & Sharpe, S. (1986). The theory of citizen involvement. In Planning analysis: The theory of citizen participation. University of Oregon. Retrieved on March 20, 2015 from [goo.gl/uhp8Co](https://goo.gl/uhp8Co)
- Downs, D. A. (2012). Civic Education versus Civic Engagement. *Academic Questions*, 25(3), 343-347. Retrieved on February 21, 2015 from [goo.gl/e7XHfb](https://goo.gl/e7XHfb)
- Joel, I. S. (2014). The Effects of Religion on Organizational Citizenship Behavior. Retrieved on December 12, 2015 from [goo.gl/SWSnZA](https://goo.gl/SWSnZA)
- Mize, C. E. (1972). Citizen participation in public decision-making: a study of the Willamette National Forest. Retrieved on March 1, 2015 from [goo.gl/QDXGor](https://goo.gl/QDXGor)

- Organ, D. W. (1988). Organizational citizenship behavior: The good soldier syndrome. Lexington Books/DC Heath and Com. Retrieved on March 11, 2019 from [goo.gl/DSpnAC](http://goo.gl/DSpnAC)
- Organ, D. W. (1997). Organizational citizenship behavior: It's construct clean-up time. *Human performance*, 10(2), 85-97. Retrieved on March 11, 2019 from <https://goo.gl/Tpe7Q8>
- Pace, J. L. (2007). "Why We Need to Save (and Strengthen) Social Studies," Education. Retrieved on March 3, 2015, from [goo.gl/8gkhJu](http://goo.gl/8gkhJu)
- Pace, J. L. (2007). A Vision of Powerful Teaching and Learning in the Social Studies: Building Social Understanding and Civic Efficacy. Retrieved on March 3, 2015, from [goo.gl/8gkhJu](http://goo.gl/8gkhJu)
- Piñgul, F. S. (2015). Measuring the Impact of a Supplemental Civic Education Program on Students' Civic Attitude and Efficacy Beliefs. *Journal of Education and Training Studies*, 3(2), 61-69. Retrieved on January 10, 2015 from [goo.gl/LQYFni](http://goo.gl/LQYFni)
- Pratte, R. (1988). Civic Education in a Democracy. *Theory Into Practice*, (4), 303. doi:10.2307/1477016
- Rushton, P. C. (1981). Adapted from the Self-Report Altruism Scale. Retrieved on December 10, 2015 from [goo.gl/aGWqhR](http://goo.gl/aGWqhR)