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## **Southeastern College Core Values: An Impact Project on the Development of Community-Based Modules on Citizenship and Civic Responsibility**

Katrina P. Raymundo\*<sup>1</sup>, Paolo Josef L. Blando<sup>2</sup>

<sup>1</sup> Southeastern College, College Road, Taft Avenue, Pasay City

<sup>2</sup> National Teachers College, 629 J Nepomuceno, Quiapo, Manila

\*Corresponding Author e-mail: [kraymundo@southeasterncollege.edu.ph](mailto:kraymundo@southeasterncollege.edu.ph)

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### **Abstract**

**Aim:** This impact project explored the development and implementation of a community-based learning module centered on enhancing citizenship and civic responsibility among Grade 10 students at Southeastern College. The impact project aligned with the school's core values of Service, Excellence, and Character, which aimed to address gaps in civic knowledge, participation, and responsibility linked through students' self-assessment.

**Methodology:** Utilizing the Design Thinking Process, the Department of Education's Araling Panlipunan Curriculum, and the ADDIE model, the project had developed a learning module.

**Results:** The findings indicated a 25% overall rise in students' participation in civic activities, with a notable increase of 43.5% in service-learning projects and community involvement. The learning module effectively deepened students' comprehension of civic responsibility, as shown by the significant improvement in their assessment scores before and after the module.

**Conclusion:** This impact project contributed to the broader goal of promoting informed, responsible, and active citizens shaped to contribute significantly to democratic society. The findings emphasized the necessity for the institution to integrate values-driven, service-learning projects, and context-specific civic education into their curricula to encourage engaged citizenship among students.

**Keywords:** citizenship, civic responsibility, community-based, core values, learning module

### **INTRODUCTION**

Social Studies education in the Philippines contributed to the development of civic responsibility among its citizens. The National Curriculum Standards for Social Studies stated that Social Studies require the inclusion of civic ideals and practices as one of the ten themes of Social Studies. In the K-12 Basic Education Curriculum, the content and performance standards were anchored in seven themes and the fourth theme is rights, responsibilities, and citizenship (Dayo, 2020).

#### **The Role of Civic Education in Social Studies**

Berry (2020) discussed that the goal of citizenship education was to develop skills, attitudes, beliefs, and values in students that would enable them to engage in and remain active in their community's culture, politics, government, and other democratic activities. School played an important role in students' education, not only in terms of formal education but also in terms of life in general. One of the most important activities of schools in our society was to educate young people on how to become active citizens of our democratic society. Along with an emphasis on traditional academics and the workforce, never overlook the importance of education in preparing students to become educated and involved citizens.

Countries included citizenship education within their schools not only to improve their citizens' knowledge of their policies and guidelines but also to inculcate a nationalistic and progressive mindset in their constituents.

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Reyes (2017) discussed that Araling Panlipunan 10 comprehensively developed students to become competent members of society by utilizing issues or problems as a basis for making solutions. Social awareness helped students connect themselves and eventually become a part that will resolve societal conflicts and problems. Based on the result of her study, students were offered a wide array of participation and engagement which were products of their assessment and evaluation of the issues and problems discussed in class. Since students were mature enough to understand contemporary society, they were given these opportunities to own their work while exhibiting civic responsibility.

Sulficio (2021) stated that citizenship education aimed to equip students with civic knowledge, skills, and values to be engaged and responsible democratic participants. However, research indicated citizenship education in the Philippines faces substantial challenges and gaps that require urgent attention. Jover et. al. (2019) exposed that there is a declining civic participation and awareness among Filipino youth as well as decreasing civic values over time. The curriculum suffered from limited scope, passive learning approaches, and a lack of cultural relevance (Villog, 2020).

### Challenges in Civic Education in the Philippines

Citizenship education played a crucial role in empowering the students' civic understanding, skills, and attitudes as they approached the electoral age during their time in high school. However, deficiencies in citizenship competencies and participation among Grade 10 students have been raised. For instance, Seludo and Murillo (2023) revealed that the competency to identify the three branches of government was only achieved by 21% of Grade 10 students, which highlighted the evident deficiency in civic knowledge. The 2022 survey of the Philippine Institute of Development Studies (PIDS) showed that only 43% of Filipinos correctly respond to basic civic knowledge test, emphasizing the need for a more effective civic education. Civic participation among Filipinos was quite low as reflected by only 47% respondents who participated in at least one civic activity in the previous year. In response to this concern, the researchers emphasized the importance of enhancing citizenship education for 15-16-year-olds through curriculum enhancement, pedagogical trainings, and integrating analysis of issues together with civic engagement opportunities (Jover et al., 2019). Furthermore, there was a decline in Grade 10 students' participation in student governance, youth councils, and volunteering over the decade (Reyes & Cruz 2021). It was crucially important to implement targeted interventions that equipped Grade 10 students with understanding and commitment to citizenship (Villog, 2020).

The recent Performance Assessment of Standards and Skills (PASS) conducted by Global Resources for Assessment Curriculum and Evaluation (GRACE) revealed significant gaps in citizenship and civic responsibility competencies among Grade 10 students at Southeastern College. The September 2023 assessment showed only 12% of students reached the Approaching Proficiency level and just 1% achieved Proficiency.

Students at the Approaching Proficiency level had developed basic knowledge and skills but required guidance to demonstrate competencies through authentic tasks. Those at the Proficiency level could transfer understandings independently. However, most students scored at the Beginning and Developing levels.

Beginning-level students lacked the fundamental knowledge and skills to demonstrate competencies, while those at the Developing level needed substantial help to complete authentic tasks. Among the Araling Panlipunan 10 learning competencies, citizenship and civic responsibility competencies were found to be the weakest.

These concerning results indicated an urgent need to strengthen instruction in citizenship to equip Grade 10 students with the knowledge, skills, and dispositions required for engaged democratic participation. Developing their competencies in this area should be a priority.

In a review of private schools and NGOs conducted by the Jesse Robredo School of Governance from De La Salle University, several gaps were identified in teaching civic education effectively. Factors identified were lack of time spent on civic education, differing module content/focus that hinders civic education, no co-curricular activities, teacher training on civic education, and minimal sector and organization involvement. As emphasized by Magno (2022), the K-12 curriculum had to be improved in terms of civic education. He examined the various civic education modules in the junior high school (JHS) curriculum and found that certain content areas, like civic engagement models, an integrated Christian perspective, a framework for community engagement, connections to the Sustainable Development Goals, and the inclusion of human rights, had been modified. The curriculum modules incorporated a variety of methods, including case studies, hands-on research, simulations, spoken word poetry, and role-playing. Some schools, however, do not offer extracurricular activities or those that are not part of the formal curriculum but were nonetheless important for learning and growth.

Magno (2022) recommended the development of co-curricular modules and training manuals for JHS and SHS and facilitating teachers and facilitators through training. Key recommendations in a study conducted by Ordoñez (2022) of La Salle School of Governance, the DepEd and its schools should have activities that facilitate the direct

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participation of students. Civic education called for more activities with exposure and immersion in various sectors of society including the marginalized and indigenous groups of the country. As believed by Serafico-Reyes (2017), if the teacher understood very well the nature of the performance or content standard, he or she could organize a more civic responsibility-related activity, performance, or product.

Recent student assessments and surveys revealed gaps in citizenship knowledge, skills, and participation among Grade 10 students in the Philippines (Reyes & Cruz, 2021). Volunteerism, student leadership, and social accountability activism declined over the past decade signaling failures in developing civic responsibility (Vilong, 2020).

The outdated, textbook-based curriculum has struggled to actively engage youth or impart participatory democratic values (Jover et al., 2019). Targeted interventions through interactive learning modules centered on issues analysis, values exploration, and civic action are needed to strengthen citizenship competencies (Alcantara, 2021). Well-designed modules addressing knowledge and skill gaps while cultivating civic dispositions could have revitalized Araling Panlipunan's instruction on citizenship (Seludo & Murillo, 2023). Developing context-specific learning resources on citizenship is an urgent priority to equip Filipino youth for engaged participation in democracy.

### The Need for an Enhance Learning Module

Based on research conducted by Leonardo, J. in 2019, it was suggested that teachers of Araling Panlipunan could have created instructional modules tailored for classroom use. The proposed instructional module was deemed highly favorable by Araling Panlipunan educators, department heads, and educational supervisors, meeting specific criteria related to objectives, content, skill development, procedures and methodologies, and diversity. The potential effectiveness of the Grade 10 Araling Panlipunan Instructional Module in enhancing student performance was indicated by the level of acceptance it garnered. Furthermore, the author's observations indicated that exposure of contemporary learners to engaging, modern activities and lessons, characterized as "Millennialized," could have enhanced their learning outcomes through heightened interest.

Utilizing instructional modules supported autonomous learning, fostering enhanced self-directed learning capabilities among students. Engaging with module-based education prompted active student involvement in comprehending subject matter, instilling a sense of accountability as they progress through module activities. This method empowered learners as they cultivate effective learning strategies (Nardo, M.T.B, 2017). Modular teaching offered additional advantages such as increased customization of educational materials, greater student autonomy in selecting pace and content, and heightened adaptability and versatility for educators and staff members.

The declining youth participation among youth (Jover et.al., 2019; Reyes & Cruz, 2021) underscores the need for curriculum adjustments, particularly in service-learning initiatives, to strengthen engagement. Research suggested that interactive learning models, such as community-based learning and participatory civic education, can enhance students' involvement in governance and social responsibility (Magno, 2022). In response to these gaps, this impact print developed a learning module aimed at integrating civic responsibility and active participation into the school's curriculum.

### Integration of Core Values in Citizenship and Civic Education

One of the educational institutions that gave importance to citizenship and civic responsibility was Southeastern College. The purpose of this institution is to educate students so that they will learn and develop cognitive and noncognitive skills to have better lives and be well-positioned to make this world a better place. The school strived towards the total development of students to reach their fullest potential and become productive members of society in the service of others. Its purpose as an educational institution laid in the core values of Service, Excellence, and Character. Service, excellence, and character were values and traits aligned with civic responsibility and citizenship. An ideal student and graduate of Southeastern College encompassed the following traits and characteristics. It was clearly stated that the school's goal, mission, vision, and core values were aligned with the goals and elements of civic education. This was made possible by inculcating those core values into the curriculum across the subjects, particularly in Social Studies subjects, and utilizing various activities and programs that helped students learn and develop civic responsibility and citizenship.

With that being said, the researchers developed a community-based module to enhance school's existing civic responsibility and citizenship curriculum. This impact project aimed to identify the Grade 10 students' level of civic responsibility (*pananagutang sibiko*) and citizenship (*pagkamamamayan*) about the School's Core Values and craft a community-based module that would heighten students' civic responsibility and citizenship based on the assessment results and learning experiences and anchored on the School's Core Values.



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## Objectives

This impact project aimed to craft a community-based module that will heighten students' civic responsibility and citizenship anchored on the Southeastern College Core Values.

Particularly, the researchers projected to achieve the following:

1. assess the Grade 10 students' level of civic responsibility and citizenship in relation to the School's Core Values:
  - a. Service
  - b. Excellence
  - c. Character
2. determine the impact of the school's core values on the alumni, faculty, and school administrators.
3. review existing materials, curriculum, and school activities in line with civic responsibility and citizenship; and
4. develop a community-based learning module that integrates civic responsibility and character-building activities tailored to students learning gaps, as identified through pre-assessments, interviews, and focus group discussions.

## Hypothesis

This study was guided by the following hypothesis:

Null Hypothesis ( $H_0$ ):

There is no significant difference among Grade 10 students before and after the implementation of community-based learning module.

Alternative Hypothesis ( $H_1$ ):

There is a significant difference in the level of civic responsibility and citizenship among Grade 10 students before and after the implementation of the community-based learning module.

## METHODS

### Research Design

The project design integrates the Department of Education's Araling Panlipunan Curriculum, Southeastern College's Core Values, and two instructional models: the Design Thinking Process and the ADDIE Model. These frameworks collectively guided the structure, content and delivery of the learning module, ensuring it was responsive to learners' needs and rooted in both theoretical and practical applications.

The Design Thinking Process consisted of five stages: Empathize, Define, Ideate, Prototype, and Test. These stages enabled the researchers to gather learner feedback, identify learning gaps, co-create solutions with stakeholders, and develop initial module drafts, and refine content based on pilot testing results. Parallel to this, the ADDIE Model, Analyze, Design, Develop, Implement, and Evaluate – was used to ensure systematic instructional development. This dual-framework approach ensured that the module evolved from a clear understanding of student needs to a well-evaluated learning tool grounded in civic education principles.

### Population and Sampling

A total of seventy-two (72) Grade 10 Students completed a self-assessment survey, answering a self-assessment checklist that measured their civic responsibility and citizenship behaviors aligned with the school's core values. Since the study aimed to evaluate the civic responsibility of all Grade 10 students, total population sampling was used to include every student in this grade level, ensuring complete representation of the target group. In addition, five (5) teachers provided feedback through structured assessments based on their observations of students' civic engagement in school and community activities. To gain deeper insights into the long-term impact of the school's core values on civic responsibility, the researchers also conducted interviews with five (5) alumni and five (5) teachers to understand how these values influenced their perspective and engagement in civic life in Southeastern College. Teachers were selected based on their direct involvement in shaping students' civic behavior, ensuring that their observations provide expert insights into students' engagement and responsibility. Former students were chosen to assess the long-term impact of the school's core values on civic responsibility. Seventy-two (72) Grade 10 students participated in the module implementation where the community-based module was piloted and applied. Six (6) Grade 10 students took part in focus group discussion to share their learning experiences, perceptions, and suggestions related to civic responsibility and citizenship.



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## Instrument

The impact project employed a combination of quantitative and qualitative instruments to gather comprehensive data on students' civic responsibility and citizenship. For the qualitative aspect, a self-assessment checklist was utilized among Grade 10 students. This tool measured students' behaviors and attitudes aligned with the core values of Southeastern College- Service, Excellence, and Character. It underwent expert validation, pilot testing, and reliability testing using Cronbach's Alpha, which confirmed its internal consistency. Additionally, structured evaluation tools were completed by five teachers to assess students' civic engagement based on their observations. Pre- and post-assessment tools were also used to compare students' knowledge and behaviors before and after the module implementation, alongside a post-implementation behavioral checklist to evaluate changes in students' civic responsibility and citizenship. For qualitative component, the researchers conducted interviews with selected teachers and alumni using a guided interview protocol. A focus group discussion was also held with selected Grade 10 students after the module implementation to gather feedback on their learning experiences, engagement in civic activities, and recommendations for improvement.

## Data Collection

The data collection process in this impact project followed a structured and multi-phased approach to ensure comprehensive and reliable findings. Initially, the researchers conducted a needs analysis through the administration of a self-assessment checklist to all 72 Grade 10 students at Southeastern College. Simultaneously, five teachers provided structured evaluations based on their observations of students' civic behaviors inside and outside the classroom. These initial assessments helped identify the gaps and the least prioritized civic behaviors, which informed the development of the first version of the community-based module.

To further enrich the data, the researchers conducted interviews with selected alumni and teachers. The alumni were asked about the long-term impact of the school's core values on their civic responsibility and citizenship, while teachers shared their insights on teaching strategies, students' engagement, and the challenges of integrating civic education in the curriculum. A documentary analysis was also carried out to examine existing school programs, curriculum content, and co-curricular activities related to civic education.

After the development of and implementation of the learning module, the researchers conducted a focus group discussion (FGD) with selected Grade 10 students to gather qualitative feedback about their experiences with the module and their reflections on civic responsibility. Students also accomplished a post-implementation behavioral checklist to assess any growth in their civic awareness and participation. This was followed by a comparative analysis of the pre- and post-assessment results to evaluate the impact of learning module. Observations, interviews, and student feedback gathered during implementation contributed to the final refinement of the module and informed the conclusions and recommendations of the study.

## Data Analysis

The data analysis in this impact project combined both quantitative and qualitative approaches. Qualitative data from pre- and post-assessment checklists were analyzed using descriptive statistics, including mean scores and pooled mean, to determine students' levels of civic responsibility and citizenship before and after the module implementation. Cronbach's Alpha was used to test the reliability of the self-assessment tool. For the qualitative data, responses from interviews and focus group discussions were thematically analyzed to identify common insights, experiences, and recommendations. These findings were used to refine and improve the community-based learning module.

## Ethical Considerations

The research observed several ethical considerations to ensure the protection and respect of all participants involved. Informed consent was obtained from all participants, including parental consents for minor, to ensure that they were fully aware of study's purpose, procedures, and their right to withdraw at any time. Participants were assured to confidentiality and anonymity, with all responses kept private and used solely for academic purposes. The study also ensured voluntary participation, with no coercion or pressure applied. Furthermore, the researchers, including honesty in data reporting, and respect for the participants' dignity, privacy, and well-being.



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**RESULTS and DISCUSSION**

**Result of Students' Self-Assessment on Citizenship and Civic Responsibility (Pre-Assessment)**

Statement	Mean	
	Pre-test	Interpretation
Sinisikap kong makatulong sa mga nangangailangan sa abot ng aking makakaya	2.78	Sumasang-ayon
Lumalahok ako sa mga organisasyong nagsusulong ng aking kagalingan at pag-unlad ng komunidad at bansa	1.78	Hindi sumasang-ayon
Nagbo-boluntaryo ako sa mga gawain sa aming komunidad na nakakatulong sa iba	1.75	Hindi sumasang-ayon
Pinapanatili ko ang kalinisan ng kapaligiran, sa loob o labas man ng aming paaralan	2.85	Sumasang-ayon
Ginagamit ko ang social media upang magbahagi ng makabuluhang mensahe ukol sa mga bagay na may kinalaman sa bansa	2.01	Hindi sumasang-ayon
<b>POOLED MEAN</b>	<b>2.23</b>	<b>Hindi sumasang-ayon</b>

**Legend:** 1.00 -1.74 (Lubos na hindi sumasang-ayon) 2.50 – 3.25 (Sumasang-ayon)  
 1.75 - 2.49 (Hindi sumasang-ayon) 3.26 – 4.00 (Lubos na sumasang-ayon)  
 Table 1. Service

Table 1 presented the respondents' pre-assessment of Citizenship and Civic Responsibility in terms of service. The students were asked before implementing the community-based module, and gathering the highest mean of 2.85 implies that the students agreed that they maintain cleanliness inside and outside school premises. Meanwhile, the lowest computed mean of 1.75 implies that they do not volunteer to help the community. Moreover, the lowest computed mean of 2.85 implies that they do not use social media for sharing messages and news about the country. The overall computed mean before the implementation of the community-based module was 2.23.

Recent studies supported the findings in this pre-assessment. Lopez Wui (2023) emphasized that students who engaged in community service activities developed a sense of responsibility towards their community. This aligned with the students' agreement on helping those in need. However, the low mean (1.75) on volunteering suggested a lack of opportunities or motivation for active community service participation. Camua (2024) highlighted the importance of participating in civic organizations for developing civic identity. The low mean score (1.78) indicated reluctance, which could be addressed by creating more engaging opportunities. Similarly, Samonte et.al (2024) stressed the role of environmental education in promoting civic responsibility, consistent with the students' agreement (Mean =2.85) on maintaining cleanliness. Moreover, Boulianne (2023) examined the impact of social media on civic engagement, indicating underutilization despite its potential. This was reflected in low mean score (2.01) for students using social media to share meaningful messages about the country. According to these findings, encouraging effective social media use for civic purposes could have enhanced engagement.



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Statement	Mean	
	Pre-test	Interpretation
Inaawit ko nang maayos at buong puso ang Lupang Hinirang	3.04	Sumasang-ayon
Pinagbubuti ko ang aking mga gawain sa abot ng aking makakaya	3.07	Sumasang-ayon
Nag-aaral ako nang mabuti upang makatulong sa ating bayan	2.40	Hindi sumasang-ayon
Ginagampanan nang maayos ang aking mga responsibilidad bilang isang mag-aaral, sa loob man o labas ng paaralan	3.11	Sumasang-ayon
Buong tapang kong hinaharap ang mga pagsubok bilang isang mag-aaral	3.04	Sumasang-ayon
<b>POOLED MEAN</b>	<b>2.93</b>	<b>Sumasang-ayon</b>

**Legend:** 1.00 -1.74 (Lubos na hindi sumasang-ayon) 2.50 – 3.25 (Sumasang-ayon)  
1.75 - 2.49 (Hindi sumasang-ayon) 3.26 – 4.00 (Lubos na sumasang-ayon)

Table 2. Excellence

Table 2 presented the respondents' pre-assessment of Citizenship and Civic Responsibility in terms of Excellence. The students were asked before implementing the community-based module, and gathering the highest mean of 3.11 implies that they are carrying out their responsibilities as students well, both in and out of school. Meanwhile, the lowest computed mean of 2.40 implies that they were not studying hard to help the country. The overall computed mean before the implementation of the impact project was 2.93.

According to a recent study by Cruz and Santos (2021), students who actively engaged in school responsibilities and community service tended to show higher levels of civic responsibility and academic performance. This supported the highest mean of 3.11, which suggested that students who fulfilled their roles in both in and out of school demonstrated a strong sense of responsibility. On the other hand, the study by Reyes et.al (2020) indicated that a lack of motivation and external support could lead to lower academic engagement among students which aligned the lowest mean of 2.40, indicating a lack of dedication to studying to help the country. The overall computed mean of 2.93 before the implementation of the impact project fell within the "Sumasang-ayon" range. This suggested that, on average, students agreed to some extent with the statements regarding their excellence and responsibility as students (Del Rosario & Gonzales, 2019).

Statement	Mean	
	Pre-test	Interpretation
Sinusunod ko ang mga batas at alituntunin ng aking komunidad	3.11	Sumasang-ayon
Nirerespeto ko ang ibang tao anuman ang kanilang estado sa buhay	3.57	Lubos na sumasang-ayon
Ginagawa ko ang mga gawaing pampaaralan nang buong katapatan at may integridad	2.94	Sumasang-ayon
Ipinagmamalaki ko ang aking pagiging isang Pilipino	3.11	Sumasang-ayon
<b>POOLED MEAN</b>	<b>3.18</b>	<b>Sumasang-ayon</b>

**Legend:** 1.00 -1.74 (Lubos na hindi sumasang-ayon) 2.50 – 3.25 (Sumasang-ayon)  
1.75 - 2.49 (Hindi sumasang-ayon) 3.26 – 4.00 (Lubos na sumasang-ayon)

Table 3. Character

Table 3 presented the respondents' pre-assessment of Citizenship and Civic Responsibility in terms of character. The students were asked before and after implementing the community-based module and gathering the



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highest mean of 3.57 (before) indicated that students strongly respect other people regardless of their state in life even before the implementation of the impact project. The overall computed mean before and after the implementation of the impact project was 3.18.

According to a recent study by Goering (2023), students who adhered to community rules and respect others tend to exhibit higher levels of civic responsibility and character development. This supported the highest mean of 3.57, which suggested that students who respect others regardless of their status demonstrate strong character traits. On the other hand, the study of Camposano (2020) indicated that integrity and honesty in schoolwork were crucial for developing a sense of responsibility among students, which aligned with the mean of 2.94, indicating that students generally agreed with the importance of integrity in their academic tasks. The overall computed mean of 3.18 before and after the implementation of the community-based module falls within the "Sumasang-ayon" range. This suggested that, on average, students agreed to some extent with the statements regarding the character and responsibility as a student.

Based on the result of the assessment, the actions under the Core Values of Service were the least prioritized area together with studying hard to help the country under the Core Values of Excellence. The data analysis revealed that students scored in volunteering-related activities (Mean = 1.75, SD = 0.5), indicating low engagement in community service and civic initiatives.

The initial needs assessment identified Service as the least prioritized core value, with students demonstrating lower engagement in volunteering and community outreach activities. This highlighted the need for values-based experiential learning in the module. In contrast, students exhibited higher recognition of Excellence and Character but lacked practical applications in civic responsibility. These findings informed the module's focus on interactive service-learning projects to strengthen students' engagement in Service.

### **Grade 10 Students, Alumni, and Teachers' Relevant Learning Experiences in Civic Responsibility and Citizenship**

The result of focus group discussion revealed that Grade 10 students at Southeastern College found leadership roles, community service, outreach programs, student government, and values-based activities most relevant to developing civic responsibility and citizenship.

Students highlighted ceremonies and activities that reinforce duty and responsibility, hands-on projects encouraging critical thinking, and community service initiatives as particularly effective. Values education, which emphasizes civic values and following rules, was also cited. Ordoñez (2022) from La Salle School of Governance recommended that the DepEd and its schools include activities that facilitate the direct participation of students. Civic education should include more activities with exposure and immersion in different sectors of society, including marginalized and indigenous groups.

Students suggested focusing more on personal responsibility, good citizenship behavior, and responsible digital citizenship. They also recommended greater emphasis on global citizenship, environmental stewardship, social justice, and equity. Cultivating self-driven initiatives for fulfilling civic duties was viewed as essential.

Students recommended incorporating more service-learning opportunities, real-life community service projects, and student-led initiatives addressing social justice and environmental sustainability. They also suggested more activities, projects, and seminars focused on civic responsibility. Alde (2019) emphasized the importance of leadership roles, community service, and student government in developing civic responsibility and citizenship among students.

To sum up, the input emphasized important topics and essential activities that help students develop civic engagement and citizenship. These insights were incorporated into the improved learning modules to better support a deeper comprehension and application of civic duty and citizenship while also being consistent with Southeastern College's core values.

### **Interview with Teachers**

Interviews with the teachers uncovered significant insights into teaching strategies, challenges, and recommendations for strengthening citizenship and civic responsibility among Grade 10 students at Southeastern College. These insights were essential in crafting community-based learning modules aligned with the school's core values.

Teachers recommended the development of learning modules for civic responsibility and citizenship which includes activities promoting social responsibility, human rights, social justice, and the like. Alcantara (2021) suggested that targeted interventions through interactive learning modules focused on issues analysis, values exploration, and

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civic action are essential to enhance citizenship competencies. Seludo and Murillo (2023) emphasized that well-designed modules addressing knowledge and skill gaps while fostering civic dispositions could regenerate Araling Panlipunan's citizenship instruction. Developing context-specific learning resources on citizenship is a critical priority to prepare Filipino youth for active participation in democracy. They also suggested the need to begin these lessons in earlier grades and gradually introduce more complex activities. The purpose of organizing community service outside school and implementing weekly reflective journaling was to foster accountability. They stressed that teachers must embody what they are teaching so that they can serve as a role model.

### Interview with Alumni

The interview with the school's former students provided important perspectives on the school's Values and Character Strengthening program, its core values, and its understanding of citizenship and civic responsibility. These inputs were important for the review of the effectiveness of existing school activities and the enhancement of the curriculum to promote citizenship and civic responsibility.

The school's alumni uncovered that Southeastern College significantly increases their knowledge and understanding of citizenship and civic responsibility. With the aid of Values classes, discussions, and community engagement activities, they realized their responsibilities, rights, and the essence of active participation in the community and society. Former students suggested several methods to improve citizenship and civic responsibility aligned with the school's core values. They suggested the need to expand outreach programs and provide more real-life opportunities to get engaged with their communities. They also suggested integrating additional lessons and activities connected to citizenship and civic responsibility into the Values curriculum.

### Analysis of Implementation

#### Interview with Students

The learners highlighted the need for more comprehensive content, detailed discussions, and an additional number of illustrative examples in the learning modules. They suggested reducing the number of questions while enhancing the connection between the lessons and the school's core values. Other students agreed with the need for expanded content, noting that the current modules emphasized activities. The convenience of using the modules as a review and study aid was highlighted, with a suggestion to make the module as detailed as the complementary textbook to ensure that all substantial information is included, thus facilitating a more comprehensive understanding.

Throughout the implementation phase of the modules, the overall student experience was predominantly positive, with learners acknowledging the direct, concise, and effective nature of the materials. The convenience and multimedia resources, such as QR codes and videos, were particularly well-received. However, students also identified areas for improvement, including better text alignment and layout, increased spacing for answer sections, reduced printing requirements, and clearer instructions, especially concerning the integration of core institutional values. While acknowledging the engaging nature of the modules, students noted that traditional textbooks often provided more comprehensive and detailed content coverage.

To address this concern, learners proposed enhancing the depth and breadth of content within the modules, enhancing explanations, optimizing layout and answer spacing, maintaining a balanced distribution of question types, and strengthening the connection to the core values upheld by the institution. These enhancements, they posited, would contribute to the overall effectiveness and functionality of the modules, thereby fostering a more enriching and holistic educational experience.

#### Observation by Heads and Teachers

During the observation of module implementation, heads and teachers agreed that the teacher fully integrated the learning module throughout the lesson. Each part of the module including the activities, main concepts, and learning objectives was completely mentioned and applied. This detailed approach enhanced student engagement and understanding. Observers also noted that the teacher effectively integrated SEC Core Values, such as honesty, integrity, service, excellence, and character into the lesson. Specific activities like activity using Padlet allowed students to apply these values into real-life situations, fostering a learning environment that emphasized civic engagement, respectful communication, and ethical behavior. Additionally, the teacher maximized students' participation by asking thought-provoking questions and by encouraging students to their experiences and views. The lesson's connection to social issues made it more engaging and significant. Interactive activities were particularly effective in enhancing students' critical thinking and decision-making skills. However, some weaknesses were noted such as the reliance on online learning during class suspensions, which caused challenges in maintaining students' engagement. Observers suggested

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allowing more time for students to read their answers aloud and explain their reasoning to further deepen the learning experience. Overall, the module was praised for its alignment with lesson objectives, well-targeted activities, and effectiveness in developing students' critical thinking and decision-making skills.

### Documentary Analysis of Existing Curriculum, Learning Materials, and School Activity for Citizenship and Civic Responsibilities

The school utilizes the Department of Education curriculum for competencies and standards connected to civic education and civic responsibility. Araling Panlipunan is a crucial part of the curriculum, aiming to develop Filipino students into critical, reflective, productive, and responsible individuals. It seeks to enhance civic competence based on a deep understanding of cultural identity and patriotism, while also fostering a global perspective and values concerning social issues. Aside from the Araling Panlipunan Curriculum, the school has Values and Character and Strengthening Program. The school's Values classes incorporate different value foci per week, and the Guidance and Counseling Center of the school prepares modules specifically intended for the Value Focus highlighted every week. Those Value focuses are interconnected to the school's core values: – Service, Excellence, and Character, and those values are essential in developing students' sense of citizenship and civic responsibility. Before the pandemic, graduating students annually held an outreach program at a specific orphanage around Metro Manila, a school activity that promotes citizenship and civic responsibility.

### Result of Students' Self-Assessment on Citizenship and Civic Responsibility (Pre-Assessment and Post-Assessment)

	Test	Mean	Standard Deviation	t-Statistic	t-value	p-value	Decision
Service	Pre-test	2.23	0.41	-13.994	1.99	0.00	Significant
	Post-test	3.20	0.44				
Excellence	Pre-test	2.93	0.48	-8.238	1.99	0.000	Significant
	Post-test	3.51	0.41				
Character	Pre-test	3.18	0.42	-8.589	1.99	0.000	Significant
	Post-test	3.69	0.33				
OVERALL	Pre-test	2.76	0.35	-12.695	1.99	0.000	Significant
	Post-test	3.45	0.32				

Table 4. Overall Result of Pre-Assessment and Post-Assessment

Overall, results revealed that it increased from before the implementation ( $M = 2.76$ ,  $SD = 0.35$ ) to after ( $M = 3.45$ ,  $SD = 0.32$ ). Having a p-value (0.00) gave the probability that the absolute value of the t-statistic (-12.695) would be observed to be larger in absolute value than the Critical t-value (1.99). Since the p-value is less than our alpha, 0.05, we rejected the null hypothesis and stated that there was a significant difference between the before and after the implementation of the community-based module of Citizenship and Civic Responsibility. This implied that they had changed after using the community-based module.

This aligned with recent studies that demonstrated the impact of structured educational interventions on student engagement and civic responsibility. For instance, community-engaged service learning has been shown to enhance students' knowledge, civic engagement, and social responsibility (Kaliappen, 2024). Lastly, mandatory academic service-learning programs have been found to increase alumni's civic engagement, with higher gains in civic learning leading to greater post-graduate charitable donations and volunteering (Lin et al., 2024).

### Focus Group Discussion with Students After Pilot Testing

Students found the learning module engaging, enriching, and effective in enhancing their understanding of civic engagement and citizenship. It enabled them to connect more with real-life situations, think critically, and simplify complicated concepts. Activities like "Ang Gagawin Ko Para sa Bayan" and lessons on human rights and active citizenship inspired students to engage in service, advocacy, and community involvement. Activities that involve reflection helped them to deeply understand civic responsibility and encouraged them to initiate something for the benefit of the community. The study of Nur'aeni and Dewi (2021) highlighted that the utilization of e-module contributes in enhancing the civic literacy of students through contextualized and practical learning experiences. Their study



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showed that the use of civic education e-modules resulted in deeper understanding of civic concepts and empowered civic engagement.

The module fostered self-awareness, empathy, and the significance of community engagement by challenging the students to aim for creative problem-solving and connecting concepts in real-life situations which will lead to evident changes in behavior and attitudes. The combination of reflective questions, engaging activities, real-life tasks, resulted in reinforced learning and meaningful content.

Students recommended enhancements by improving visuals, simplified tasks, and adding more opportunities to assess learning progress. The traditional emphasis on government of citizenship education globally shifted into being active citizens with deep understanding of social issues. To make citizenship education more culturally significant in the current society, Anggao (2021) encouraged the incorporation of indigenous values in crafting civic education materials. There is consensus among scholars on the urgent need to renew the Philippines' curriculum and pedagogies to prepare students for meaningful civic participation (Vilg, 2020).

Despite these suggestions, they unanimously endorsed the module for its informative, practical, and flexible content, emphasizing its value in promoting active and meaningful civic participation.

### Conclusions

In conclusion, this impact project significantly advanced the broader goal of promoting informed, responsible, and active citizens who are well-equipped to contribute meaningfully to a democratic society. The finding underscored the necessity for the institution to integrate values-driven, service-learning projects, and context-specific civic education into their curricula to foster engaged citizenship among students. This impact project contributed to the broader goal of promoting informed, responsible, and active citizens shaped to contribute significantly to democratic society. The findings emphasized the necessity for the institution to integrate values-driven, service-learning projects, and context-specific civic education into their curricula to encourage engaged citizenship among students.

### Recommendations

The findings of this impact project reveal the essential role of integrating Southeastern College's core values-Service, Excellence, and Character – into the development of community-based learning modules on citizenship and civic responsibility. By examining the level of civic responsibility and citizenship of Grade 10 students, as well as gathering relevant insights from former students and teachers, this impact project has identified key areas for improvement and enhancement. The recommendations provided aim to refer to these areas ensuring that the learning modules not only align with school's core values but also efficiently promote civic responsibility and citizenship among students. The recommendations below aimed to provide suggestions for students, teachers of Araling Panlipunan, school administrators, stakeholders, and future researchers in pursuing a more engaged and responsible citizen.

1. For students, active and responsible citizenship will allow them to develop into more engaged citizens which can be done through insightful activities and rich classroom discussions. It is also important to be actively involved in youth-led initiatives, student government, and other volunteering activities that will transform them into socially responsible citizens.
2. For the teachers of Araling Panlipunan, crafting and implementing interactive learning materials and the incorporation of values education with emphasis on civic responsibility and social justice will make the objective of teaching civic education more attainable. These materials must be comprehensive and critically reviewed to ensure an impactful civic education that aligns with the core values of Southeastern College.
3. For school administrators, a comprehensive approach civic education can be achieved through the active participation of all stakeholders. Strengthening the collaborative relationship between teachers, students and the community members, along with the utilization of ceremonies, events and hands-on projects, will further benefit the goal of developing civic engagement. To sustain long-term impact, the school should establish a monitoring system, integrate community partnerships, and institutionalize mandatory service-learning hours to ensure continuous student engagement in civic activities.
4. For stakeholders, civic education opportunities can be enhanced through promoting partnerships between school and local organizations which may result in effective civic education projects. Additionally, increased stakeholder involvement can provide valuable resources and other support for civic education projects. Stakeholders can also collaborate in crafting and evaluating learning materials that meet the needs of the community.



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- For future researchers, discovering innovative approaches to civic education that utilizes digital tools and other technology can provide new insights and enhance learning experiences. It is, therefore, important to engage into a deeper study on the effectiveness of community-based learning modules in promoting civic responsibility and citizenship.

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(Highlighted references were the references that were edited due to correction; as well as those that were previously missing from the list of references)