

# Relevance of Teaching Understanding Culture, Society, and Politics (UCSP) Towards Social and Political Awareness: A Literature Review

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**Abstract**— This literature review aimed to determine the relevance of teaching Understanding Culture, Society and Politics towards the awareness of the learners. This demonstrates how current events knowledge can lead to active participation in social studies, which aids students in improving their academic performance. Understanding politics enables individuals to become more strategic and accountable as citizens aware of their rights. The objective of this study aimed to create a mechanism that would measure and evaluate the enhancement of the curriculum development program. This study further showed that the influence of the teaching of UCSP in terms of subject relevance, attitude towards the subject, academic resources, political awareness, social awareness in terms of desires and judgment of others, personal social values, and civic attitudes was high. The findings of this study on the impact of teaching Understanding Culture, Society, and Politics on students' social and political awareness can be used as a foundation and guide for school administrators as they develop and implement new techniques and strategies to assess teachers' and students' integration of the subject in real-life situations.

**Keywords**— Social awareness, political awareness, influence of teaching UCSP, senior high school learners.

## I. INTRODUCTION

This study presents the review of available literature and studies to provide comprehensive concepts that indicate the connection and relationship between the teaching of UCSP and students' awareness of social and political perspectives. In particular, this fastens the generalization of the subject relevance, academic resources, and students' attitude. Furthermore, the political and social consciousness of the students is limited to personal social values, awareness of desires and judgment of other people, and civic perspective.

Dr. J. K. Saroha (2021) underlined in a study that providing the youth substantial participation and engagement in society and politics is critical to a country's overall development. In order to raise students' awareness of social and political issues, according to the Malaysian Human Rights Commission, civil and political rights awareness among students must be effectively included in order to raise the voice of the youth in addition to the official education and training they receive in educational institutions. In the Philippines, youth participation in politics is still somewhat restricted. One of the causes for this is the inadequacy of political parties that lack robust youth wings that attract young people to politics as an entry point. "It is the responsibility of youth to allow new ideas and abilities to emerge."

It accomplishes this by giving young people a voice in politics, assisting the party in reaching out to young voters, and providing opportunities for young people to participate in policy debate and activity (Harzog, 2007). More or so, Bentley and Oakley, 1999 emphasized that the lack of interest in politics among certain students remains a big worry. Some studies point to the lack of concern among the younger generation for politics; others refer to the difficulty in comprehending politics and other relevant topics.

## II. LITERATURE REVIEW

### *Influence of The Teaching of UCSP*

Little, W., McGivern, et al. (2014) confirms that it is undeniable that education plays a vital role in the life of young adults and society as a whole; people perceive that role from various perspectives. Some people feel that education prepares people to fill various functional positions in society and that education is a way to increase the social inequality gap. These areas of study have been chosen to guarantee that the topic of politics and culture and the content covered have to vary an intervening opening. In various senior cycle courses these differ from other subjects in the viewpoints, methodologies, and modes of analysis it brings to bear on the few occasions where overlaps exist. Senior cycle students are nearing the end of their academic careers and are thinking about the paths they want to take in their future lives. It is critical to assist students in meeting their current needs as young adults in preparing them for life in a changing economic and social environment (*Politics and Society, Curriculum Specification*).

Demaine, J. (Ed). (2001) argues that much of the subject matter, theoretical inclinations, meta-theoretical assumptions, and methodologies that characterize the sociology of education can be seen to emerge from the operation of what will be referred to as a "selection principle" rather than from conscious process of academic or intellectual deliberation. This consists of three parts: the sociology of education's broader political contexts, the nature of its dominant project, and the circumstances and conditions in which it has been practiced. The politics of culture are deeply entwined with education. The curriculum is never just a random collection of facts that appear in the textbooks and classrooms. It is always part of a selected tradition of what constitutes valid knowledge. People tend to organize due to cultural, political, and economic conflicts and compromise Apple, M. W. (1996). In the same manner, cultural

practices – as depicted in the classroom, allows a cultural study to deepen its political possibilities and construct diverse geographies of identity, representation, and place. It is based on the belief that critical pedagogy must move beyond the classroom if it is genuinely effective (Giroux, H. A., & McLaren, P. 2014).

#### *Subject Relevance*

People anticipate culture and politics as interwoven and co-constituting rather than distinct entities. This embraces the idea of engaging the topic and aiming to gain a more holistic understanding of the nature of human groups. This integrative approach has been less engaged in conceptual within mainstream sociology (Blokker et al., 2020). Northrup (1989) explains that the relevance of these cultures explains political and social conduct by describing shared worldviews that make specific actions more or less plausible. The critical relationship is that of identification which makes certain acts reasonable and eliminates alternatives that could be equally plausible on other grounds. Lane, J. E., & Ersson, S. (2016) cited that culture and politics is a comprehensive introduction to culture's long-standing phenomena and its impact on modern society and politics. It evaluated the complicated interplay of ethnicity, religion, history, and values on macro and micro-level results.

Students have long played an important role as social change agents. This expression is the most striking proof of the student's strength and importance and their impact on country development in general (Altbach, P. G. 1966). However, Larson, L. C., & Miller, T. N. (2011) highlighted that students' skills for the society in which they will work and live should not be viewed as "another thing to teach" but as training that is integrated throughout all curriculum. In corresponding to this expanded consideration on teachers' commitment, computerized innovation has turned into a focal part of advanced education, intrinsically influencing all factors of the teachers' insight (Barak et al., 2018; Amores & Tinapay et al., 2022).

It is being perceived that civic education is critical and perhaps is not getting sufficient attention in the realm of educational perspective. Students will encounter something in the intermediate range of civic education, which ranges from none at all to memorize a few basic facts about a political system to a combination of discussion, action, and reflection. Institutions would set civics criteria, and the vast majority of high school seniors would progress through the social and political awareness phase Levine, P., & Kawashima-Ginsberg, K. (2015).

#### *Attitude Towards the Subject*

When it comes to the design and implementation of educational understanding, the process is crucial. To achieve the best results, the system must be improved. In this regard, "learning styles" stand out as essential considerations. Knowing how people think and learn and the factors that influence them is somehow expected. (Güven & Kürüm, 2006).

Mathé, N. E. H., & Elstad, E. (2018) revealed that students' opinions of the inclusion of citizenship training in social studies were substantially linked to their enjoyment of the subject. Students' perceptions of this preparation were also significantly

influenced by the teacher's contributions, discussions of democracy, and politics in social and political lessons—however, Alazzi, K., & Chiodo, J. J. (2004) highlighted that students thought the subject was stuck in a rut. They stated that it was difficult to enjoy it since the curriculum is limited to a traditional system. It has relevance to Darby M. (1991) 's findings on students' perception of the subject. It cited that students who enjoyed the subject had a positive self-image of aptitude, took charge of their education, received strong marks as motivation, and ascribed. On the other hand, the students that did not like the subject perceived it to be irrelevant and challenging for their future endeavors. This was aided by external factors like content factors that are difficult to understand and harmful teaching practices.

Students' perceptions of objects, events, difficulties, challenges, and subject areas are influenced by a variety of circumstances. Haggai and Mallum (2002) identified that interest and experience are significant factors and determinants of students' perceptions and attitudes. Irmaya (2019) added that the students could benefit from the subject as an integrated discipline only when it is appropriately appreciated; it can benefit both individuals and society

#### *Academic Resources*

The significance of academic resources in developing learners' intellectual talents and achieving learning objectives cannot be overstated. The students who are provided with the educational options compared with those taught without these resources produce exceptional results Olayinka, A. R. B. (2016). Edinyang Sunday David et al. (2017) presented that educational institutions should take into account modern teaching aid to facilitate learning to achieve the goal of the 21st century and lesson objectives as well as the age, maturity, and ability of the learners, relevance of the materials and other considerations. This goal can be accomplished with suitable materials and resources. Ololobou (2010) pointed out that lessons in social studies are frequently described as dull, uninteresting, and unchallenging. This sad and uninspiring state can wreak havoc on the concerned matter. At the same time, it is a prevailing truth that social studies, in general, instills socially acceptable and desired value systems and attitudes in the students (Mezieobi, 2013). The educational attainment of parents, lessons that relate to real-life circumstances, fun, and positive instructional correlation interactions, and significantly influence the academic success of indigent students were the most consistent items in the individual factors that affect administration (Andaya, 2016; Tinapay et al., 2021)

Berson, M., Diem, R., Hicks, D., Mason, C., Lee, J., & Dralle, T. (2000) incorporate technology into social studies preparation and its advantages. A foundation for the use of technology in social studies is set forth to significantly impact both pedagogical competence and topic understanding in social and political concerns and the transfer of the latter's information. The National Council for the Social Studies has campaigned to incorporate technology into social studies classrooms to transform the teaching and learning of the critical process of knowledge and skills. While there is an intense desire for technology integration in social studies classrooms, the

application of technology in social studies has typically been neglected theoretically. Rapid changes in the economy, society, politics, and technology are affecting education. Schools must therefore be adaptable in order to cope with the shifting circumstances and contexts. To compete in the global human resources market, schools and other educational institutions require an atmosphere that keeps getting more favorable and supportive. Schools must therefore create a synergy between teachers and the workplace if they want to continuously improve on innovation and performance (Tinapay & Tirol, 2022).

Education provides an individual with the required information and skills to act as a contributing member of society. Education can be one of the most powerful tools for achieving well-being improvement (World Bank, 2008). The teacher's preparedness to employ diverse teaching tactics, such as reporting, allows students to express themselves creatively, and the discovery approach would enable students to investigate and interact with the learning environment and process Alde, Jhune (2019). Zimmerman (1990) pointed out that self-regulated learners contain some distinguishing features that these learners are capable of selecting. They are responsible for planning and constructing ideal learning environments, making plans, and taking charge of their academic progress. There is a broad agreement on the information, skills, and democratic principles that students must possess. Develop to be ready to participate in public and social participation. There is an agreement on the tools and strategies used in schools to help students improve the development of these civic and societal skills Wolff, J. R., & Rogers, J. R. (2019).

Impactful civic education entails assisting students in developing a solid skill set. They must learn and prepare to be thoughtful consumers of news and information, capable of distinguishing between fact and opinion, seeing relationships and making connections, and drawing reasonable conclusions from the evidence Caret, R. L. (2019). Historically, one of the primary goals of education has been to prepare future generations for their civic roles in a democracy (Center for Educational Equity, 2018). However, the extent to which individual schools are or are not equipped to provide the learning opportunities needed for civic preparation and the access to critical resources and practices differs among schools and those who have not been studied in efforts to understand and embrace civic readiness Wolff, J. R., & Rogers, J. R. (2019).

Verbal and written communication, critical thinking, democratic decision-making, information collecting, self-expression, listening argumentation, cooperation, conflict resolution, and civil agreement are essential civic abilities, and these must be the qualities that students would prepare to possess and achieve Gould et al., (2011).

#### *Social Awareness*

Students should improve their social and cognitive abilities by interacting with people in a social setting. The awareness of social issues and consciousness, as well as political awareness, are directly linked influenced the development of critical

thinking abilities among students Shrivastava, S. K. (2016). Though, it is vital to establish a sound tutorial system that encourages students to have a high level of awareness to prepare citizens to be active members in the service of their society that allows them to objectively perceive reality and absorb unstable situations Althubetat, Q., & Jarrar, A. (2013). Students will begin to realize the purpose of social and political manifestation as they explore topics relevant to their experiences and begin to understand how they might affect change due to this exploration Saroha, J. K. (2016). As a result, school-related structural elements, which regulate to a significant extent student civics material exposure, are one of the most critical determinants of student success in expertise RG Nieme (1993). Because many students are unaware of politics, some students seek out their peers engaged in politics. In a recent essay by Kishimoto (2014), he stated that many students at a Japanese university were dissatisfied with their peers' political indifference. As a result, many students came up with inventive ways to persuade their peers to be aware of and participate in political discussions. Many of them were utilizing social media to call out other students. As a result, social media has become a significant source of influencing students to become involved in political issues.

According to Althubetat and Jarrar (2013), individuals' level of awareness in any community influences the state's development. They went on to say that man is both the means and the end of the story. The more people know their strengths and potential, the more development contributions are made. As a result, political and social understanding is a critical component of colonial grasp, progress, and prosperity.

#### *Personal Social Values*

Looking for practical answers to the question, what do students know more about specific topics? What accounts for the discrepancies in high school seniors' social knowledge? A basic explanation is that civics knowledge varies due to significant disparities in the scope and quality of civics education Niemi, R. G., & Junn, J. (1993). The new generation, on average, has less knowledge. On the state of affairs, their perceptions of what it means to be a citizen in a democratic society are limited and superficial, emphasizing rights above obligations.

In contrast to the past, they are less interested in culture and community than previous generations. They are less interested in news, though this will likely change as they progress through their lives Soule, S. (2001). Participating in high school social organizations has been shown to boost civic engagement late in life, with the effect being most noticeable in middle age (Jennings and Stoker 2001, 18). According to Niemi and Junn (1998), two factors play a significant and beneficial effect in transferring social knowledge and incorporating current events into classroom discussions and the breadth and variety of subjects covered. Thus, the value of social learning for civic life has been established by several research Niemi and Junn, 1998; Galston, 2001; Milner, 2002. Citizens with good knowledge may form attitudes based on more than emotion, and they can successfully comprehend how their interests fit into a complex social system. More or so, the most critical factor in shaping



political outcomes is educational attainment and understanding Jennings and Stoker, 2008.

*Desires and Judgement of Other People*

In an article presented by Maboloc (2015), he demonstrated the importance of youth participation in carrying out social reform. Furthermore, the societal concern should begin with selecting appropriate ideals; instead, people argue about individual personalities and characteristics. The youth are held accountable for doing the right things for advancement. Thus, democracy would be meaningless without appropriate education and guidance. In achieving a democratic society, educational institutions and the like should continue to engage students and have dialogues with them about their knowledge and ideas, most notably the understanding of societal issues, which is crucial to our democracy Hollander, E., & Longo, N. V. (2008).

This younger generation is passionately concerned about social concerns despite feeling overwhelmed at some point. They are not sure how they will make a difference. Given the opportunity, these individuals will have included in various activities and engagements Longo and Meyer, (2006).

High school students' views and beliefs are similar to their parents and peers. The educational institution should be aware of the significance of this. Furthermore, the research emphasizes students' competence and talents as an essential aspect of education. The emphasis in the study is placed on students having the capacity and abilities to make decisions. This study also demonstrated the significance of providing a supportive atmosphere for students' decision-making skills learning. Dr. J. K. Saroha (2012) emphasized that giving the youth a prominent involvement in society and politics significantly impacts a country's overall development. Even seemingly insignificant things like television debates contribute to the youth's development and consciousness. Kiesa, Abby, et al. (2007) cited that students are looking for genuine, noncompetitive, and no-partisan conversation chances. They prefer discussions in which no one tries to persuade them of anything. They frequently express their desires to the mood generated in focus groups. More or so, they tend to enjoy the casual peer-to-peer debate in a non-hostile and non-divisive environment.

Rev. Fr. Ambrose Ugo stated that younger people's lack of openness to social debate and discussion might have an impact on their awareness. According to Ambrose, the lack of inclusion of youth hinders the nation's development. He cited that a nation with zero to 30% youth's activeness in social and political concern will face slow growth and progress. He proposed that the child be included in decisions and have inclusion and involvement and that the concerned institution allow active engagement of youths in the realm of social and political discussion. This could point to the lack of inclusion that had slowed the advancement of its awareness and knowledge.

*Civic Attitude*

It is widely acknowledged that a healthy democratic government requires an active, informed citizenry and that schools should strive to educate for good citizenship Trenfield, W. G. (1965). Students will have an opportunity to explore

significant issues due to the nature of the information taught in civics and social studies, in particular Syvertsen, A. K. (2008). This would focus on two components: social and political actions and activities McBride (2003). Moreover, civic involvement is divided into categories: civic activities, electoral activities, and political participation Keeter, Zukin, Andolina, and Jenkins (2002). While this is also the involvement of community life Lenzi et al. (2014), civic engagement also addresses public concerns, either as an individual or as a collective group Grillo et al, (2010).

As communities and schools become more diverse in terms of ethnicity and culture, members of the society, especially the students who participate in civic and social activities, grow in significance. Participating in such events gives them the opportunity to meet new people and learn new things. Communities that have been around for a long time require assistance. Generations will benefit, as well as communities that are just getting started. Furthermore, civic and social participation undergirds the foundations of schools, by providing funding to support further schools in specific communities' academic success of the student's Jones, L. A. (2016). However, the understanding of the extent to which civic learning is bound to pedagogical objectives expressly taught vs. the generalizability of what is learned to the civic outcomes is limited, as is our knowledge of pedagogical approaches in supporting specific civic products Reimers, F. M., et al., (2014). The work of preparing young people for citizenship is inherently "normative." To put it another way, it is a matter of citizens adopting and transmitting values so that they might develop and preserve societies that represent specific forms of justice and virtue Levine, P., & Higgins-D'Alessandro, A. (2010).

DelliCarpini & Keeter (1996:238–64) cited that citizens can use civic skills and knowledge to better comprehend their own and other people's interests. The more knowledge they possess, the better they will be able to grasp how public policies affect their interests and the effective advocacies for their interests in the political and social process. Zaller 1992 provides a plethora of evidence that political and social power is a tool that could gain an ability to enlighten self-interest, and foster through knowledge or the ability to link personal interest to specific public concerns. This results in social and political knowledge as a channel of determinant success as instrumental rationality. Civic awareness encourages political participation. If all other factors are equal, citizens with higher knowledge are more inclined to participate in public and social affairs.

According to a case study of the Civic Involvement project at Sabanci University in Turkey, Hopkins, T. (2007) on the effects of increasing social awareness, personal growth, and developing leadership skills, nearly all of the students' respondents agreed on the term "empathy." This result indicated the program's positive outcomes. The following were the other effects noticed by participants: gaining knowledge of educational and environmental issues, social networking or developing a critical approach, and acquiring a big, friendly group of peers. Civic engagement is beneficial to people's learning of social and political acquisition Owen, D., Chalif, R., & Soule, S. (2011). The younger generation is increasingly

recognized as the largest politically and socially unrepresented group. A significant portion of the world's population faces great inequities in access to economic, social, and political opportunities and resources, both technological and sociocultural Barber, T. (2007). Macedo et al., 2005 cited that citizens' engagement and inclusion in social and political affairs are less frequent, in fewer venues, and more unequally than is healthy for the system.

Recent studies that demonstrate school's capacity to improve civic and political development, as well as evidence that educational institutions are not doing everything they can to support democratic purposes of education, results in the piqued interest in civic education more or so the inclusion and the engagement Kahne, J., & Sporte, S. (2009). Watts and Flanagan (2007) focused primarily on the psychological impact that universal ideas of the civic identity of young people were examined, and a new model of sociopolitical identity development emphasizing their liberty and empowerment was proposed. Nasir and Kirshner (2003) echoed that bringing a sociocultural perspective on moral and civic identity development would reinforce the conception of citizenship as something continually negotiated via everyday experience rather than a static preset object.

Any decisions taken without citizen participation in the processes that lead to decision-making will lack democratic legitimacy. It is vital to understand the underlying variables that facilitate and inhibit political and civic involvement to successfully increase public, especially the youth's participation Barrett, M., & Zani, B. (Eds.). (2014).

There are several concerns regarding the decline in young people's political and social engagement and participation. However, the understanding of this is limited because of the little effort to investigate how these youth are perceived from a social and political perspective. O'TOOLE, T. H. E. R. E. S. E. (2003). It has brought with it an increasing recognition that the youth are a marginalized and subordinate segment in society. They have an endemic culture of non – participation because they are given a rare opportunity to voice their ideologies and perspective and engage in conversations concerning their economical, social, and political prospects Matthews, H., Limb, M., & Taylor, M. (1999). Though Henn, M., & Foard, N. (2014) offered evidence that suggests that, contrary to popular belief, young people are interested in civic and political, contrary to the notion of a politically and socially disinterested generation. It appears that the political system, as well as the established institution, are linked to the failure to provide the essential stimuli to persuade young people to participate in a proper social and political jurisdiction.

#### *Political Awareness*

In politics, in a literal sense, participation can be defined as voluntary rather than coerced activities of individuals in political matters such as activities related to political groups, parties, and bodies. Thus, it comes to reason that people will behave in a certain way. Kuotsu (2016) highlighted that people who are inexperienced with social and political concerns are less likely to participate and engage. Young people today are a rising subject of social and political crises. Many high school

students' growths will fluctuate and change depending on their environment, teachers, and peer. Furthermore, for many students, forming a political and social philosophy is not the most crucial goal Abonu, D. N., Agunlade, F. O., & Yunusa, B. M. (2013).

### III. CONCLUSION

Youth participation in civic life and politics is becoming a more widely recognized development goal. The opportunities for young people to participate in their communities are expected to influence their development and transition to adulthood. Evidence from developed countries, for example, suggests that young individuals who take part in community activities or are otherwise involved in their communities are less likely to create a mental and behavioral downfall. Furthermore, the acts and attitudes of young people in civic participation shape their civic affiliations and perspectives throughout their life Ahmed, M. (2011).

Thus, students believed that the teaching of UCSP helped them balance the relevance of the content to the actuality of the social and political domain. Learners' extent of social and political consciousness reflects in the behavioral pattern wherein younger generations are most likely in touch with the civic reality and tend to adapt and apply the knowledge and skills to emphasize social and political involvement. On the other hand, the general assessment gears up the impact of the subject to the extensive purpose of integrating the learners' skills and knowledge development, specifically in terms of social and political engagement. Therefore, the curriculum greatly influences learners' growth in the social and political domain perspective.

### IV. PROPOSED PLAN OF ACTION

#### *Improving Senior High Schools' UCSP Subject Delivery and Integration*

##### *Rationale*

In order for the program to be sustainable, the institution must have created partnerships and connections with external parties. Cebu Roosevelt Memorial Colleges will spearhead the development program. As a result, a budget allocation to improve the integration and execution of UCSP in senior high school became necessary.

The professional development program will be open to all instructors and students at the school. The school administration will monitor and evaluate the implementation of the programs initiated by the students (Tirol et al., 2022).

The institution's current trust is to improve and sustain the professional development program by enlisting the help of various external stakeholders to help expand the program's reach. The beneficiaries are chosen based on their need for the subject's growth and application. As a result, the school is designed to meet the needs of teachers in order to earn the trust of the institution. The teacher will be given the subject integration tools they need to carry out their daily activities and lessons in accordance with the subject's core standards and criteria, ensuring the subject's effectiveness in the classroom (Tirol, 2022).

This proposal would fill in the intervening gap of the integration of the subject UCSP and the realization of its core competencies and standards. This will consist of professional and personal development as well as the curriculum development. Thus, the institution most importantly the focused beneficiary could benefit the project.

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