

Cultural Competencies of Social Studies Teachers to Promote Citizenship Values and Civic Engagement among Learners

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Abstract—This study aimed to examine the cultural competencies of Social Studies teachers and their impact on students' citizenship values and civic engagement. Specifically, this study sought to answer the following statement of the problem: a) identify the level of cultural competencies of Social Studies Teachers in terms of cultural sensitivity, cultural knowledge, cultural skill, cultural exposure, and cultural practice (b) to identify the level of student's citizenship values in terms of patriotism, equality, honesty, integrity, and respect for the law; (c) identify the level of students' civic engagement in terms of community involvement, social network, volunteerism, and civic responsibility (d) to find out the significant relationship between the cultural competencies of Social Studies teachers and the citizenship values of the students and (e) to find out the significant relationship between the cultural competencies of Social Studies teachers and the civic engagement of the students. Descriptive quantitative research design was employed by the researcher to obtain the necessary data. The research respondents were composed of one hundred and seventy (170) grade 7 to 10 learners. The quota sampling was utilized in selecting the respondents. The required data were gathered by self-made questionnaires as a research instrument. Based on the findings, the social studies teachers demonstrate a very high level of cultural competency, fostering inclusive and respectful classrooms where diversity is valued. The learners also demonstrate very high citizenship values in terms of patriotism, equality, honesty, integrity and respect for the law. The study also reveals that the learners have high civic engagement in terms of community involvement, social network, volunteerism, and civic responsibility. The study shows that there is a strong connection between cultural sensitivity and citizenship values. In simpler terms, when teachers are more aware of and respectful toward cultural differences, their learners tend to develop stronger values related to being responsible, respectful, and active members of their communities. On the other hand, other factors like cultural knowledge, skills, exposure, and practice didn't seem to have the same impact. This means that even if teachers know a lot about different cultures or have experience working with diverse groups, it doesn't necessarily mean that their students will automatically develop those key citizenship values or get involved in civic activities. The results also show that there is a significant relationship between civic engagement and cultural sensitivity. In other words, when teachers are culturally sensitive learners are more likely to become actively engaged in their communities and take part in civic activities. However, other factors like cultural knowledge, skills, exposure, and practice didn't show the same kind of relationship with civic engagement. This suggests that simply knowing about different cultures or having experience with them isn't enough to encourage students to get involved in community activities or develop a strong sense of civic duty. In conclusion, the findings reveal that the cultural competencies of social studies teachers doesn't have a significant

relationship to the citizenship values of the learners. This indicates that while teachers' cultural competencies are important, they alone may not directly influence how learners develop key citizenship values like patriotism, equality, honesty, integrity and respect for the law. Other factors might play a larger role in shaping these values among learners. It was also concluded that there is no significant relationship between the cultural competency of Social Studies teachers and civic engagement among the learners. This means that despite teachers' cultural awareness and sensitivity, these factors do not appear to directly affect how actively students participate in civic activities or how engaged they are in their communities. This suggests that other influences, such as school programs, family involvement, or personal motivations, might play a larger role in driving student engagement in civic life. Further research may be needed to identify which specific aspects of teaching or external influences have a more meaningful impact on fostering citizenship values and better understand the complex factors that encourage civic engagement among students and how these can be effectively fostered in the classroom.

Keywords—Cultural Competencies; Promote Citizenship Values and Civic Engagement.

I. INTRODUCTION

According to Iballe and De La Cruz (2019), societies are defined by their unique cultures, which are not inherent traits but rather learned, social, and shared experiences passed through generations. This ongoing and cumulative process shapes societal dynamics and continuously adapts over time. Culture evolves from the past into the future, influenced by various factors including environmental shifts, to ensure survival and continuity. The question "Ano ang ambag mo?" ("What is your contribution?") has emerged as a significant prompt, encouraging citizens to engage actively in their communities and national affairs, reflecting the current conditions in the Philippines (Portezo, R. C., Jr., & Elicay, R. S. P. 2021).

Schools play a critical role in providing a comprehensive education that equips students with essential knowledge, skills, and values, particularly in fostering effective citizenship. Citizenship education emphasizes responsibility and active community participation, which are crucial for addressing societal challenges and inspiring future generations to contribute meaningfully. The Social Studies curriculum aims to cultivate these competencies, enabling students to

explore their identities and develop the skills necessary for informed citizenship.

Educators' understanding of student diversity is paramount in creating an effective educational system. As the National Association Education President Dennis Van Roekel emphasizes, success in education should not be limited to a select few but should focus on nurturing the strengths of all students. Teachers are uniquely positioned to instill values of acceptance and understanding of diversity. To be effective, they must embody these values themselves, thereby fostering an inclusive classroom environment that respects and celebrates cultural differences (Iballe and De La Cruz 2019).

Cultural competence is important for educators, particularly Araling Panlipunan teachers, as it involves understanding and integrating cultural diversity into teaching practices. As highlighted by Chakraborty (2023), cultural competence enhances classroom engagement and improves overall academic performance by addressing the diverse needs of students. Despite significant efforts to promote citizenship values and civic engagement through Araling Panlipunan education, challenges remain. Enhancing the cultural competency of educators could play a vital role in overcoming these challenges, fostering a generation that is not only aware of its responsibilities but also actively engaged in shaping a better society.

1.1 Statement of the Problem

Specifically, this study sought to answer the following questions:

1. What is the level of cultural competencies of Social Studies Teachers in terms of:
 - 1.1 Cultural Sensitivity ;
 - 1.2 Cultural Knowledge ;
 - 1.3 Cultural Skill ;
 - 1.4 Cultural Exposure, and
 - 1.5 Cultural Practice
2. What is the level of citizenship values among learners in terms of:
 - 2.1 Patriotism ;
 - 2.2 Equality;
 - 2.3 Honesty;
 - 2.4 Integrity; and
 - 2.5 Respect for the law;
3. What is the level of civic engagement among learners in terms of:
 - 3.1 Community Involvement;
 - 3.2 Social Network ;
 - 3.3 Volunteerism ; and
 - 3.4 Civic Responsibility

II. METHODOLOGY

The researcher utilized a descriptive research design. The researcher used the quantitative approach of research in gathering the necessary data. It involves quota sampling technique to gather information about the present existing condition of the study.

III. RESULTS AND DISCUSSION

This chapter presents, analyzes, and interprets the data collected, highlighting a significant relationship between Social Studies teachers' cultural competencies and students' citizenship values and civic engagement.

Level of Cultural Competencies of Social Studies Teachers

Cultural competencies help teachers create inclusive classrooms where students appreciate diverse perspectives, histories, and values. This study explored how Social Studies teachers demonstrate cultural sensitivity, knowledge, skills, exposure, and practices, using mean and standard deviation for analysis.

Table 1 presents the level of cultural competencies of social studies teachers in terms of cultural sensitivity. It includes statements, mean scores, standard deviations, and corresponding remarks.

The data indicate that Social Studies teachers exhibit a very high level of cultural sensitivity, as reflected in the overall weighted mean of 4.68 with a standard deviation of 0.58. This connotes that students strongly perceive their teachers as respectful of cultural diversity, encourage cultural respect, fostering discussions on cultural understanding. These findings implies that the teachers' strong commitment to fostering an environment of cultural awareness and respect. They consistently integrate cultural sensitivity into their teaching, creating an inclusive and respectful learning environment that promotes cultural awareness and appreciation among students.

TABLE 1 Level of Cultural Competencies of Social Studies Teachers in Terms of Cultural Sensitivity

STATEMENT	MEAN	SD	REMARKS
My teacher respects different cultural beliefs, values, and traditions.	4.78	0.50	Always
My teacher avoids stereotypes and prejudices when discussing cultural topics.	4.60	0.63	Always
My teacher encourages respect for cultural diversity in the classroom.	4.71	0.52	Always
My teacher promotes discussions that foster cultural understanding among students.	4.66	0.59	Always
My teacher is aware of and acknowledges cultural differences among students.	4.66	0.65	Always
Weighted Mean		4.68	
SD		0.58	
Verbal Interpretation		Very High	

The results of this study support these concepts, demonstrating that Social Studies teachers proactively encourage respect and inclusivity by incorporating cultural sensitivity into their teaching practices and classroom management. This highlights the critical role of teachers in shaping students' perspectives on diversity, equality, and respect.

Table 2 presents the level of cultural competencies of social studies teachers in terms of cultural knowledge. It includes statements, mean scores, standard deviations, and corresponding remarks.

TABLE 2. Level of Cultural Competencies of Social Studies Teachers in Terms of Cultural Knowledge

STATEMENT	MEAN	SD	REMARKS
My teacher demonstrates a deep understanding of different cultures and traditions.	4.60	0.65	Always
My teacher explains historical and contemporary cultural issues effectively.	4.52	0.70	Always
My teacher provides examples of various cultural practices in lessons.	4.58	0.67	Always
My teacher incorporates multiple cultural perspectives in discussions.	4.46	0.74	Always
My teacher updates knowledge on cultural diversity and global issues.	4.55	0.71	Always
Weighted Mean		4.54	
SD		0.70	
Verbal Interpretation		Very High	

The results show that Social Studies teachers have a strong grasp of cultural knowledge, with a very high overall weighted mean of 4.54 with standard deviation of 0.70. Students recognize their teachers' ability to integrate diverse cultural concepts into lessons, especially in demonstrating a deep understanding of different cultures and traditions from the highest rated statement "*My teacher demonstrates a deep understanding of different cultures and traditions.*" (M = 4.60, SD = 0.65).

While the statement on incorporating multiple cultural perspectives (M = 4.46, SD = 0.74) received the lowest rating, it still suggests that teachers are making efforts to present diverse viewpoints, with opportunities to further enhance cross-cultural discussions.

Overall, these findings highlight the teachers' commitment to creating an inclusive learning environment that promotes cultural understanding and global awareness.

TABLE 3. Level of Cultural Competencies of Social Studies Teachers in Terms of Cultural Skills

STATEMENT	MEAN	SD	REMARKS
My teacher effectively communicates with students from diverse cultural backgrounds.	4.52	0.69	Always
My teacher adapts teaching methods to accommodate cultural differences.	4.42	0.71	Always
My teacher encourages critical thinking on cultural and civic issues.	4.54	0.69	Always
My teacher uses culturally relevant teaching materials and resources.	4.37	0.82	Always
My teacher resolves conflicts related to cultural misunderstandings fairly.	4.61	0.63	Always
Weighted Mean		4.49	
SD		0.72	
Verbal Interpretation		Very High	

Table 3 presents the level of cultural competencies of social studies teachers in terms of cultural skills. It includes statements, mean scores, standard deviations, and corresponding remarks.

The findings reveal that Social Studies teachers demonstrate a very high level of cultural skills with overall weighted mean of 4.49 and standard deviation of 0.72, showing their ability to communicate effectively across cultures and create an inclusive classroom environment. Students particularly appreciate their teachers' fairness in resolving cultural misunderstandings in the statement "*My*

teacher resolves conflicts related to cultural misunderstandings fairly." (M = 4.61, SD = 0.63), reinforcing their role in fostering respectful discussions. While teachers already integrate cultural perspectives, the lower rating for using culturally relevant materials (M = 4.37, SD = 0.82) suggests an opportunity to further diversify resources.

TABLE 4. Level of Cultural Competencies of Social Studies Teachers in Terms of Cultural Exposure

STATEMENT	MEAN	SD	REMARKS
My teacher shares personal experiences or knowledge gained from different cultural interactions.	4.55	0.71	Always
My teacher encourages students to engage in cultural exchange activities.	4.41	0.76	Always
My teacher invites resource persons or guest speakers from diverse cultures.	4.18	1.02	Often
My teacher promotes participation in multicultural events and programs.	4.46	0.76	Always
My teacher exposes students to various cultural expressions through media, art, and literature.	4.46	0.73	Always
Weighted Mean		4.41	
SD		0.81	
Verbal Interpretation		Very High	

The findings indicate that Social Studies teachers actively promote cultural exposure in the classroom with overall weighted mean of 4.41 and standard deviation of 0.81, showing that their social studies teachers helps them engage with diverse perspectives through discussions and activities. The highest-rated statement "*My teacher shares personal experiences or knowledge gained from different cultural interactions.*" (M = 4.55, SD = 0.71) highlights how teachers' personal cultural experiences make lessons more relatable, while the lower rating for inviting guest speakers (M = 4.18, SD = 1.02) suggests an opportunity to further enrich students' firsthand cultural engagement.

Table 5 presents the level of cultural competencies of social studies teachers in terms of cultural practice. It includes statements, mean scores, standard deviations, and corresponding remarks. The results are based on the mean and standard deviation of responses assessing cultural competencies of social studies teachers in terms of cultural practice.

The results demonstrate that Social Studies teachers are committed to fostering an inclusive and culturally responsive classroom with overall weighted mean of 4.56 and standard deviation of 0.70. Students perceive their teachers as actively integrating cultural practices into their lessons, enhancing appreciation for diversity and belonging.

The highest-rated statement (M = 4.66, SD = 0.62) highlights teachers' dedication to continuous learning about different cultures, aligning with EdGlossary (2024) and Fiveable (2024), which emphasize that expanding cultural knowledge enriches classroom experiences and fosters respect for diversity.

TABLE 5. Level of Cultural Competencies of Social Studies Teachers in Terms of Cultural Practice

STATEMENT	MEAN	SD	REMARKS
My teacher integrates cultural practices in	4.56	0.71	Always

classroom activities and discussions.			
My teacher encourages students to reflect on their own cultural identity.	4.51	0.75	Always
My teacher facilitates activities that promote inclusivity and cultural awareness.	4.43	0.78	Always
My teacher models culturally appropriate behavior and attitudes.	4.62	0.64	Always
My teacher engages in continuous learning about different cultures to improve teaching practices.	4.66	0.62	Always
Weighted Mean	4.56		
SD	0.70		
Verbal Interpretation	Very High		

These findings affirm that Social Studies teachers are not just teaching about culture but embodying it in their classrooms. Strengthening hands-on cultural engagement and bringing in diverse voices can further deepen students' understanding and appreciation of diversity, equity, and inclusion.

Level of Citizenship Values Among Learners

Learners' citizenship values are the principles and behaviors that reflect responsible, ethical, and active participation in society. In this study students' citizenship values include patriotism, equality, honesty, integrity and respect for law was treated statistically using mean and standard deviation. These values serve as the foundation for fostering a socially responsible and civically engaged generation, emphasizing the role of education in shaping ethical and law-abiding citizens.

TABLE 6. Level of Citizenship Values among Learners in Terms of Patriotism

STATEMENT	MEAN	SD	REMARKS
I feel proud of our country's rich cultural and historical heritage.	4.61	0.68	Always
I make an effort to take part in activities that show my love for the country, like flag ceremonies and Independence Day events.	4.27	0.80	Always
I truly understand and appreciate the sacrifices made by our national heroes	4.73	0.55	Always
I feel a personal responsibility to contribute to the progress and betterment of our nation.	4.28	0.78	Always
I believe it's important to stay informed about the issues affecting our country.	4.49	0.83	Always
Weighted Mean	4.48		
SD	0.76		
Verbal Interpretation	Very High		

Table 6 presents the level of learners' citizenship values in terms patriotism. It includes statements, mean scores, standard deviations, and corresponding remarks.

The findings indicate that the learners demonstrate a very high level of patriotism, as reflected in the weighted mean of 4.48 with a standard deviation of 0.76. This result show that students deeply value and recognize the contributions of historical figures to the nation's progress. They uphold patriotic values, demonstrating awareness, appreciation, and commitment to contributing positively to their country. These also highlight the effectiveness of educational and social influences in fostering patriotism. These imply that continued reinforcement of these values can contribute to a more

informed and participatory society, underscoring the need for schools and policymakers to maintain and enhance programs that promote balanced and inclusive patriotic education.

These insights align with the study's findings, affirming that a well-rounded patriotic education helps shape responsible citizens who actively contribute to national progress while fostering cultural understanding in an interconnected world.

Table 7 presents the level of students' citizenship values in terms equality. It includes statements, mean scores, standard deviations, and corresponding remarks.

The findings reveal that learners highly value equality, as reflected in the weighted mean of 4.46 with a standard deviation of 0.80. This suggests that they strongly believe in treating others fairly, ensuring equal opportunities, and avoiding discrimination based on race, religion, gender, or financial status. Their responses indicate a deep commitment to fairness and inclusivity in their daily interactions.

TABLE 7. Level of Citizenship Values among Learners in Terms of Equality

STATEMENT	MEAN	SD	REMARKS
I make sure to treat everyone fairly, no matter their background or beliefs.	4.57	0.65	Always
I believe everyone should have the same opportunities to succeed.	4.76	0.54	Always
I try not to judge people based on their race, religion, gender, or financial situation.	4.49	0.80	Always
I speak up when I see someone being treated unfairly.	3.99	0.96	Often
I support efforts that promote equal rights for everyone.	4.49	0.80	Always
Weighted Mean	4.46		
SD	0.80		
Verbal Interpretation	Very High		

Among the statements, the strongest agreement was with "I believe everyone should have the same opportunities to succeed" with the mean of 4.76 and standard deviation of 0.54, showing that students firmly support the idea that success should not be limited by personal circumstances.

TABLE 8. Level of Citizenship Values among Learners in Terms of Honesty

STATEMENT	MEAN	SD	REMARKS
I make sure to be honest in all my interactions with others.	4.39	0.70	Always
I try to avoid lying, even when it might be easier or more convenient.	3.94	0.85	Often
I take responsibility for my actions, even if they lead to mistakes.	4.32	0.81	Always
I discourage cheating or dishonest behavior among my peers.	4.40	0.91	Always
I believe that honesty is a key trait of being a good citizen.	4.66	0.62	Always
Weighted Mean	4.34		
SD	0.82		
Verbal Interpretation	Very High		

However, the statement "I speak up when I see someone being treated unfairly" with the mean of 3.99, standard deviation of 0.96 received the lowest rating, suggesting that while students value equality, some may feel hesitant or uncertain about actively addressing injustices when they arise.

This highlights the importance of empowering students to take action when they witness discrimination or unfair treatment.

Table 8 presents the level of learners' citizenship values in terms honesty. It includes statements, mean scores, standard deviations, and corresponding remarks.

The results show that students demonstrate a very high level of honesty, as reflected in the weighted mean of 4.34 with a standard deviation of 0.82. This suggests that honesty is deeply valued among students, as they strive to act with integrity, take responsibility for their actions, and discourage dishonesty in their daily interactions.

The highest-rated statement, "I believe that honesty is a key trait of being a good citizen" (mean of 4.66, SD of 0.62), highlights learners' strong belief that honesty is essential to ethical and responsible citizenship. On the other hand, the lowest-rated statement, "I try to avoid lying, even when it might be easier or more convenient" (mean of 3.94, SD of 0.85), suggests that while learners value honesty, some may still struggle with consistently practicing it, especially in challenging situations.

TABLE 9. Level of Citizenship Values Among Learners in Terms of Integrity

STATEMENT	MEAN	SD	REMARKS
I stay true to my principles, even when it's tough.	4.43	0.68	Always
I always keep my promises and meet my commitments.	4.26	0.77	Always
I avoid getting involved in dishonest or unethical practices.	4.35	0.85	Always
I try to make choices that are morally right.	4.51	0.67	Always
I act according to my values, even when no one is around to see.	4.38	0.81	Always
Weighted Mean	4.39		
SD	0.76		
Verbal Interpretation	Very High		

Table 9 presents the level of learners' citizenship values in terms integrity. It includes statements, mean scores, standard deviations, and corresponding remarks.

The results show that students have a very high level of integrity, with a weighted mean of 4.39 (SD = 0.76). This means that, for the most part, they strive to be honest, keep their promises, and make morally right choices—even when faced with challenges.

Among the statements, the strongest agreement was with "I try to make choices that are morally right" (M = 4.51, SD = 0.67), showing that learners consciously aim to do what is ethically sound. The slightly lower—but still high—score for "I always keep my promises and meet my commitments" (M = 4.26, SD = 0.77) suggests that while learners value responsibility, there may be occasional struggles in following through.

Table 10 presents the level of learners' citizenship values in terms respect for the law. It includes statements, mean scores, standard deviations, and corresponding remarks.

Table 10. Level of Citizenship Values Among Learners in Terms of Respect for the Law

STATEMENT	MEAN	SD	REMARKS
I follow school rules and regulations	4.56	0.66	Always

because I know they are important.			
I believe that laws are essential to keep society fair and orderly.	4.69	0.62	Always
I respect the role of law enforcement officers in maintaining peace and safety.	4.62	0.63	Always
I encourage others to follow the laws and regulations as well.	4.38	0.77	Always
I avoid engaging in illegal activities, even if others try to pressure me.	4.72	0.68	Always
Weighted Mean	4.39		
SD	0.76		
Verbal Interpretation	Very High		

The results show that students have a very high level of respect for the law, with a weighted mean of 4.59 (SD = 0.67). This means they recognize the importance of laws and rules, not just in school but in society as a whole.

The highest-rated statement, "I avoid engaging in illegal activities, even if others try to pressure me" (M = 4.72, SD = 0.68), reflects a strong personal commitment to doing what is right, even when faced with external influences. Meanwhile, the slightly lower-rated statement, "I encourage others to follow the laws and regulations as well" (M = 4.38, SD = 0.77), suggests that while learners personally follow rules, they may be less vocal in encouraging others to do the same.

While learners already demonstrate a strong foundation in respecting the law, continued engagement in discussions about justice, civic responsibility, and ethical decision-making can further empower them. Encouraging them to take an active role—such as speaking up when they see wrongdoing or participating in community initiatives—can help transform their respect for the law into meaningful action.

Level of Civic Engagement Among Learners

Learner's civic engagement is the active participation in communities and contributing to the betterment of society. In this study student civic engagement includes community involvement, social network, volunteerism and civic responsibility was treated statistically using mean and standard deviation

Table 11. Level of Civic Engagement Among Learners in Terms of Community Involvement

STATEMENT	MEAN	SD	REMARKS
I make sure to take part in community service or outreach programs.	3.69	1.10	Often
I work together with others to help solve the needs or issues in the community.	4.01	1.02	Often
I'm aware of the challenges that my local community is facing.	4.06	1.00	Often
I dedicate time or resources to help improve my community.	3.91	1.06	Often
I feel like I belong to my community and have a responsibility to contribute.	4.05	1.12	Often
Weighted Mean	3.94		
SD	1.07		
Verbal Interpretation	High		

The findings indicate that learners demonstrate a high level of community involvement, as reflected in the weighted mean of 3.94 with a standard deviation of 1.07 The results show that students are actively engaged in their communities, showing a

high level of civic involvement. Their frequent collaboration to solve community issues and awareness of local challenges indicate that they have developed a strong sense of responsibility and belonging. Although direct participation in community service activities scored slightly lower, the overall high engagement implies that educational and community programs are effectively nurturing civic-minded behaviors. This positive engagement provides a solid foundation for further initiatives that can enhance learners' contributions to community development. Strengthening partnerships between schools and local organizations can provide more opportunities for students to engage in hands-on community service, reinforcing their commitment to civic engagement. Additionally, integrating project-based learning that focuses on real-world community issues can further cultivate their problem-solving skills and sense of social responsibility.

The highest-rated statement, *"I avoid engaging in illegal activities, even if others try to pressure me"* ($M = 4.72$, $SD = 0.68$), reflects a strong sense of self-discipline and moral conviction. This aligns with Jiyan (2020), who emphasized that introducing legal concepts early helps learners develop rational decision-making skills, reducing the likelihood of engaging in unlawful behavior.

These findings highlight the effectiveness of legal education in shaping responsible citizenship. According to Li and Sun (2022), teaching the rule of law not only instills respect for legal frameworks but also fosters independent thinking, fairness, and accountability. This suggests that learners who develop an early understanding of legal principles are better equipped to navigate social and legal challenges while upholding ethical standards.

Table 12 presents the level of learners' citizenship values in terms social network. It includes statements, mean scores, standard deviations, and corresponding remarks. The findings show that learners are highly engaged in civic activities through their social networks, with a weighted mean of 3.99 and standard deviation of 1.11. This suggests that while they actively connect with others and participate in discussions about social issues, the ways in which they engage can vary.

TABLE 12. Level of Civic Engagement among Learners in Terms of Social Network

STATEMENT	MEAN	SD	REMARKS
I make an effort to build positive relationships with people who share my goals for improving the community.	4.40	0.80	Always
I use social media to raise awareness and spread information about important civic issues.	3.59	1.23	Often
I actively join discussions about social issues within my circle of friends or network.	3.87	1.11	Often
I encourage my friends and peers to get involved in civic initiatives or community activities.	3.79	1.19	Often
I stay connected with people who inspire and motivate me to take action for the community.	4.27	0.95	Always
Weighted Mean		3.99	
SD		1.11	
Verbal Interpretation		High	

One of the strongest indicators of this engagement is their effort to build relationships with like-minded individuals who share their goals for community improvement ($M = 4.40$, $SD = 0.80$). Similarly, many students stay connected with people who inspire and motivate them to take action ($M = 4.27$, $SD = 0.95$). These patterns highlight how personal networks play a key role in fostering civic involvement. Research by Bode et al. (2014) supports this, emphasizing that platforms like Facebook and Twitter provide spaces for democratic discussions and meaningful participation.

However, students were less likely to use social media as an active platform for advocacy. The statement *"I use social media to raise awareness and spread information about important civic issues"* received the lowest rating ($M = 3.59$, $SD = 1.23$), suggesting that while students recognize the potential of social media for civic engagement, they may not consistently use it for activism. This aligns with Huang (2022), who found that while young people often rely on social media for political updates, their participation tends to be more passive—more about consuming information than actively contributing to discussions or movements.

TABLE 13. Level of Civic Engagement among Learners in Terms of Volunteerism

STATEMENT	MEAN	SD	REMARKS
I'm happy to give my time to volunteer for causes that help others.	4.15	0.98	Often
I support programs that aim to make life better for those in need.	4.35	0.85	Always
I participate in school or local volunteer activities, like clean-ups or feeding programs.	3.76	1.12	Often
I believe volunteering is an important way to contribute to society.	4.33	0.92	Always
I encourage others to join in volunteer activities and make a difference.	3.94	1.04	Often
Weighted Mean		4.11	
SD		1.01	
Verbal Interpretation		High	

Table 13 presents the level of learners' citizenship values in terms volunteerism. It includes statements, mean scores, standard deviations, and corresponding remarks.

The findings indicate that learners have a high level of civic engagement in terms of volunteerism, with a weighted mean of 4.11 and standard deviation of 1.01. This suggests that while many students actively participate in volunteer activities and recognize their importance, the frequency and depth of their involvement vary.

The highest-rated statement, *"I support programs that aim to make life better for those in need"* ($M = 4.35$, $SD = 0.85$), reflects learners' strong inclination toward helping others through structured initiatives. Additionally, their belief that *"volunteering is an important way to contribute to society"* ($M = 4.33$, $SD = 0.92$) suggests a deep understanding of volunteerism's role in fostering social responsibility.

However, active participation in volunteer activities received slightly lower ratings. The statement *"I participate in school or local volunteer activities, like clean-ups or feeding"*

programs" ($M = 3.76$, $SD = 1.12$) suggests that while learners value volunteerism, they may not always engage in hands-on activities regularly. Similarly, "*I encourage others to join in volunteer activities and make a difference*" ($M = 3.94$, $SD = 1.04$) indicates that while some learners advocate for volunteerism, others may need more motivation to involve their peers.

TABLE 14. Level of Civic Engagement Among Learners in Terms of Civic Responsibility

STATEMENT	MEAN	SD	REMARKS
I know my duty as a citizen to help our society grow.	4.32	0.82	Always
I feel responsible for helping solve social and environmental problems in my community, like joining clean-up drives and helping those in need.	4.11	0.96	Often
I will vote or plan to vote in elections because I believe it is part of my duty as a citizen.	4.12	1.08	Often
I join campaigns that help people learn about important issues in our community, like spreading information about environmental protection and encouraging others to vote responsibly.	3.80	1.13	Often
I stay informed about important activities in our community and country, like joining school discussions about current events and following social media updates on youth programs and environmental campaigns	4.17	1.04	Often
Weighted Mean		4.10	
SD		1.02	
Verbal Interpretation		High	

Table 14 presents the level of learners' citizenship values in terms civic responsibility. It includes statements, mean scores, standard deviations, and corresponding remarks.

The results shows that students exhibit a high level of civic engagement in terms of civic responsibility, with a weighted mean of 4.10 and standard deviation of 1.02. This suggests that while learners recognize their duties as responsible citizens, their level of active participation in civic initiatives varies.

The highest-rated statement, "*I know my duty as a citizen to help our society grow*" ($M = 4.32$, $SD = 0.82$), highlights learners' strong awareness of their role in contributing to societal development. Additionally, staying informed about important community and national issues ($M = 4.17$, $SD = 1.04$) and feeling responsible for addressing social and environmental problems ($M = 4.11$, $SD = 0.96$) indicate a general willingness to be involved in civic activities.

However, lower ratings for statements such as "*I join campaigns that help people learn about important issues in our community*" ($M = 3.80$, $SD = 1.13$) suggest that while students are aware of civic responsibilities, fewer actively participate in advocacy efforts. Similarly, while "*I will vote or plan to vote in elections because I believe it is part of my duty as a citizen*" ($M = 4.12$, $SD = 1.08$) shows a positive outlook on voting, the slightly lower mean may indicate that some learner remain hesitant or disengaged in political participation.

These findings underscore the importance of fostering not just awareness but also active participation in civic responsibilities among learners. While they recognize their

duties as citizens, there remains a gap between awareness and engagement, particularly in advocacy and political involvement. Schools and communities must take a more proactive role in bridging this gap by providing experiential learning opportunities, real-world civic engagement initiatives, and platforms for student-led advocacy. By cultivating an environment that encourages meaningful participation, students can develop the confidence, motivation, and sense of duty needed to become responsible and engaged citizens who actively contribute to societal growth and democratic progress.

IV. CONCLUSION AND RECOMMENDATIONS

In conclusion, the findings reveal that the cultural competencies of social studies teachers doesn't have a significant relationship to the citizenship values of the learners. This indicates that while teachers' cultural competencies are important, they alone may not directly influence how learners develop key citizenship values like patriotism, equality, honesty, integrity and respect for the law. Other factors might play a larger role in shaping these values among learners.

It was also concluded that there is no significant relationship between the cultural competency of Social Studies teachers and civic engagement among the learners. This means that despite teachers' cultural awareness and sensitivity, these factors do not appear to directly affect how actively students participate in civic activities or how engaged they are in their communities. This suggests that other influences, such as school programs, family involvement, or personal motivations, might play a larger role in driving student engagement in civic life.

Further research may be needed to identify which specific aspects of teaching or external influences have a more meaningful impact on fostering citizenship values and better understand the complex factors that encourage civic engagement among students and how these can be effectively fostered in the classroom.

Based on the findings, the researcher recommended the following:

1. Social Studies teachers may invite resource speakers from diverse cultural backgrounds to enrich students' understanding of cultural diversity.
2. Future studies may future research explore how fostering honesty and ethical decision-making in students can enhance their understanding of citizenship values and encourage greater civic engagement.
3. Schools may encourage more hands-on involvement in community activities to help students connect classroom lessons to real-world civic engagement.

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