

Role of Social Media to the Awareness and Civic Consciousness: Araling Panlipunan Teachers Perspective Among Learners

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Abstract— This research explores Araling Panlipunan teachers' perspectives on the role of social media in shaping learners' social awareness and civic consciousness. It aimed to assess the level of role of social media, the level of awareness of Araling Panlipunan teachers and level of civic consciousness of Araling Panlipunan teachers. It also aimed to examine the significant relationship between the role of social media on awareness of Araling Panlipunan teachers and civic consciousness. The respondents of this study were sixty four teachers from the schools of Santisima Cruz Elementary school, Santa Cruz Central Elementary School, and Silangan Elementary School. To assess the significance of social media's influence in these situations, data were collected and analyzed using weighted mean and standard deviation. In order to examine the connection between social media's influence and the degree of social consciousness and civic awareness, the Pearson correlation method was also used. The results indicate that teachers highly perceive social media as a valuable teaching tool that promotes cultural consciousness, social interaction, patriotism, communication, and creativity among learners. Findings also show that teachers demonstrate high social awareness in areas such as observation, empathy, knowledge, perspective, and inclusion. They view social media as vital in developing empathy, diversity appreciation, civic engagement, and inclusivity. Civic consciousness is also high, with social media encouraging participation, advocacy, volunteerism, and national identity—enhancing learners' ability to contribute, collaborate, and take part in social causes, reinforcing their social responsibility and active citizenship. Statistically, the data showed that social media and awareness as well as civic consciousness, have relationship with all correlations statistically significant. The study confirms a significant relationship between social media, awareness, and civic consciousness, rejecting the null hypotheses. Therefore, it is concluded that social media is a powerful tool for promoting social awareness, empathy, and understanding of current issues, as well as for encouraging civic participation, idea-sharing, and involvement in school and community activities. Teachers can use social media to enhance learners' writing, promote inclusivity, and encourage real-life civic action through group tasks. Future research may explore platform features and teacher-led activities to better understand how social media supports civic awareness and engagement among learners.

Keywords— Araling Panlipunan Teachers, Social Media, Awareness, Civic Consciousness, Learner.

I. INTRODUCTION

In the new age, communication has been mastered through the realm of social media. People interact, access information, and engage with the world as never before. For learners, platforms like Facebook, Twitter, TikTok, and YouTube are not merely

entertaining tools but also places where they interact, learn, and become exposed to various societal issues. Manning (2014) defines social media as the phrase commonly used to describe emerging media formats that include interactive engagement. Often the development of media is divided into two different ages, the broadcast age and the interactive age.

The challenge of social media to our learners is undeniable. According to a news article from Manila Bulletin website by Colina and Sadongdong (2019), Alain Del Pascua, our Undersecretary for Administration, states that social media is the "easiest mediums to deliver information in this digital age using the latest on-hand technologies," and that using the platform also "opens one's identity to the world wide web making young learners exposed to different cyber threats. Additionally, he noted that improper usage of social media as a collaborative and communication tool might undermine its goal and lead to significant difficulties.

On the other hand, the curriculum of Araling Panlipunan is based on the development of critical thinking, social responsibility, and nationalism among learners. It emphasizes learning for the acquisition of knowledge about history, government, and society, as well as the cultivation of active citizenship. With social media being so ubiquitous and in vogue among today's youth, this comes as the best avenue for reminding learners of their values through real-time exposure to problems, discussion, and social and national issues. But these are not without possible risks. Misinformation diffusion, passive consumption of content, and their propensity to distract might pose challenges for the development of an informed and responsible civic consciousness. Teachers, in particular those teaching subjects like Araling Panlipunan, have witnessed firsthand both positive and negative effects that social media brings into the lives of their learners. Teachers are facilitators of knowledge but also serve as role models to guide children through the complexities of digital information.

The rationale of this study is to examines the role of social media in shaping learners' awareness and civic consciousness from the perspective of Araling Panlipunan teachers. Since many learners rely on social media for information, it is important to guide them in using it properly. Araling Panlipunan teachers can help learners understand social issues and take part in civic activities.

1.1 Statement of the Problem

Problem/s which were addressed by the research

This study aimed to investigate the role of social media to the awareness and civic consciousness: Araling Panlipunan teachers perspective among learners:

1. What is the level of Role of Social Media in terms of:
 - 1.1 Cultural Influence;
 - 1.2 Social Interaction;
 - 1.3 Patriotism;
 - 1.4 Communication; and
 - 1.5 Creative Expression?
2. What is the level of Social Awareness of AP Teachers in terms of:
 - 2.1 Empathy;
 - 2.2 Knowledge;
 - 2.3 Perspective;
 - 2.4 Observation; and
 - 2.5 Inclusion?
3. What is the level of Civic Consciousness of AP Teachers in terms of:
 - 3.1 Participation;
 - 3.2 Advocacy;
 - 3.3 Volunteerism;
 - 3.4 Contribution; and
 - 3.5 Collaboration?
4. Is there a significant relationship between role of social media and awareness of AP Teachers?
5. Is there a significant relationship between role of social media and civic Consciousness of AP Teachers?

II. METHODOLOGY

The respondents of this study were sixty four teachers from the schools of Santisima Cruz Elementary school, Santa Cruz Central Elementary School, and Silangan Elementary School. To determine the extent of social media's influence in these settings, data were gathered and analyzed using weighted mean and standard deviation. The link between the influence of social media and the degree of social consciousness and civic understanding was also examined using Pearson correlation.

III. RESULTS AND DISCUSSION

This chapter provides, analyzes, and interprets the data obtained to show how social media has a big impact on learners' civic and social awareness.

Role of Social Media

Social media play a crucial role in enhancing learners' awareness by providing access to information fostering connection and promoting engagement. In this study role of social media includes variables such as cultural influence, social interaction, patriotism, communication and creative expression and was statistically measured using mean and standard deviation.

The Table 1 present at the next page perceived role of social media in influencing cultural awareness among learners. The results are based on the mean and standard deviation of responses assessing various aspects of social media role. The results indicate that social media plays a significant role in

shaping cultural awareness and appreciation among learners. The overall weighted mean of 3.61 standard deviation of 0.88 implies shows that learners often engage with social media in ways that expose them to different cultural influences. These findings emphasize that social media is not just a communication tool but also a platform that significantly influences cultural understanding, respect, and values among learners.

The variation in responses implies that while many learners experience these cultural influences frequently, individual experiences and exposure levels may differ. The data supports the idea that integrating social media into educational and cultural discussions could further enhance its positive impact.

TABLE 1.

STATEMENT	MEAN	SD	REMARKS
Social media enables learners to understand different cultural traditions and practices.	3.64	0.84	Often
Social media influences learners to respect Filipino culture.	3.70	0.87	Often
Learners uses social media to understand historical and cultural events.	3.64	0.93	Often
Social media creates unity in cultural diversity among learners.	3.59	0.83	Often
Learners are shaped by the values of culture displayed on social media.	3.48	0.94	Often
Weighted Mean	3.61		
SD	0.88		
Verbal Interpretation	High		

Level of Role of Social Media in Terms of Cultural Influence

By incorporating social media into learning environments, educators can provide learners with diverse perspectives, fostering a deeper understanding of cultural dynamics. Additionally, this integration can encourage critical thinking and responsible digital engagement, ensuring that learners navigate online spaces with awareness and sensitivity to different cultural contexts.

Matthes (2023) analyze the content on social media changes perceptions in cultural influence particularly as it relates to cultural engagement and the sharing of information. It is linked in cultural use of social networking sites to increased social consciousness. Therefore, it explains that social media helps shape how people see their culture and others'. It also affects how values and behaviors are shared in society, which supports the idea that social media helps learners become more aware and respectful of different cultures.

The Table 2 below presents the role of social media in facilitating social interaction among learners, as assessed through five statements. The responses were measured using the mean and standard deviation, with corresponding remarks indicating frequency of occurrence.

It indicate that social media plays a significant role in fostering social interaction among learners. With a weighted mean of 3.66, it is evident that learners "often" use social media to connect with others, engage in learning interactions, and sustain relationships outside the classroom. This suggests that social media is frequently utilized as a tool for communication and collaboration among different groups of learners. Additionally, the standard deviation (SD) of 0.90

reflects a moderate level of variation in responses, meaning that while most learners share similar views on the role of social media, there are slight differences in perceptions. Despite this, the responses remain relatively consistent. The verbal interpretation of "High" further emphasizes the importance of social media in social interaction, confirming that it is an essential platform for building connections and fostering a sense of belonging among learners. Overall, the findings suggest that social media is a crucial factor in enhancing student engagement and communication.

TABLE 2. Level of Role of Social Media in Terms of Social Interaction

STATEMENT	MEAN	SD	REMARKS
Social media connects learners meaningfully to others.	3.69	0.87	Often
Learners utilize social media to interact with other learners in learning.	3.67	0.91	Often
Social media increases communication of different groups of learners.	3.64	0.97	Often
Social media creates a feeling of belonging among the learners.	3.64	0.86	Often
People use social media to sustain relationships outside class.	3.64	0.91	Often
Weighted Mean	3.66		
SD	0.90		
Verbal Interpretation	High		

According to Fenton (2016), the use of the internet in social interactions, especially the changes produced by social media in personal and public communication. Hence, it explains that social media has changed the way people interact, both personally and publicly. It creates new digital spaces where social connections can grow, supporting the idea that social media helps learners communicate, collaborate, and build relationships with others.

TABLE 3. Level of Role of Social Media in Terms of Patriotism

STATEMENT	MEAN	SD	REMARKS
Social media motivates learners to love and appreciate their nation.	3.56	0.75	Often
Learners are always taught patriotic materials through social media sites.	3.63	0.81	Often
Social media drives learners to join the rest of the nation in observing or celebrating events.	3.73	0.93	Often
Social media increases the connection that learners have with national history.	3.55	0.89	Often
Patriotism is enhanced through social media awareness campaigns.	3.52	0.91	Often
Weighted Mean	3.60		
SD	0.86		
Verbal Interpretation	High		

The findings in Table 3 highlight the significant role of social media in promoting patriotism among learners. With a weighted mean of 3.60, it is evident that learners "often" engage with patriotic content on social media, which helps them develop a sense of love and appreciation for their nation. The statements indicate that social media serves as a platform for learning about national history, participating in national events, and spreading awareness about patriotism. Furthermore, the standard deviation (SD) of 0.86 suggests a moderate level of variability in responses, indicating that while learners generally share similar perceptions, some

differences in opinions exist. Despite this, the responses remain fairly consistent. The verbal interpretation of "High" reinforces the idea that social media is an effective tool in fostering national pride and awareness among learners.

Overall, the results suggest that social media plays a crucial role in enhancing learners' patriotic values and encouraging their participation in national discussions and activities.

Matiyazovna (2020) argues that patriotism is a noble trait rooted in one's deep connection to their birthplace, childhood experiences, and meaningful places throughout life. Therefore, patriotism begins with a person's strong emotional connection to their homeland, often formed through early life experiences. This supports the idea that social media can help learners develop national pride by exposing them to patriotic content and activities.

Table 4 at the next page presents the role of social media in terms of communication among learners. With a weighted mean of 3.57, the data suggests that learners "often" use social media as a tool to enhance their communication skills. The statements indicate that social media fosters effective communication, facilitates discussions on academic and social affairs, and allows learners to express their opinions without fear. Notably, most aspects of communication through social media were rated as occurring "often," except for its role in improving written communication, which was rated as occurring "sometimes" (Mean = 3.33).

TABLE 4. Level of Role of Social Media in Terms of Communication

STATEMENT	MEAN	SD	REMARKS
Social media increases the effective communication skill of learners.	3.67	0.86	Often
Learners always use social media to comment on academic and social affairs.	3.61	0.85	Often
Social media promotes discussions without fear among learners.	3.72	0.92	Often
Social media increases the ability of learners in written communication.	3.33	0.94	Sometimes
Learners use social media for the discussion of civic matters.	3.50	0.94	Often
Weighted Mean	3.57		
SD	0.91		
Verbal Interpretation	High		

This suggests that while social media is effective in verbal and interactive communication, its impact on formal writing skills may not be as strong. The standard deviation (SD) of 0.91 indicates a moderate level of variation in responses, implying that while many learners share similar experiences, some differences in perceptions exist. This suggests that while a majority of learners acknowledge the significant role of social media in their communication skills, a few may have varying levels of engagement or differing perspectives on its effectiveness. The verbal interpretation of "High" confirms that social media plays a crucial role in enhancing learners' communication abilities, particularly in discussions and interactions related to academic and civic matters. It serves as a platform for exchanging ideas, expressing opinions, and engaging in meaningful conversations that contribute to their overall development.

According to Marbun et al. (2023), communication helps convey messages and serves as a social and psychological bond, especially in organizations aiming for cooperation. Effective communication fosters understanding across cultural differences and strengthens partnerships to achieve shared goals. Therefore, the effective communication is essential for collaboration and resolving conflicts. This aligns with the findings that social media plays a crucial role in enhancing learners' communication skills, especially in discussions and academic exchanges.

Table 5 illustrates the role of social media in fostering creative expression among learners.

TABLE 5. Level of Role of Social Media in Terms of Creative Expression

STATEMENT	MEAN	SD	REMARKS
Learners exhibit their creativity in arts and media through social media.	3.72	0.83	Often
Social media inspires learners to present unique ideas.	3.72	0.90	Often
Creative material on social media encourages learners to generate their own.	3.70	0.95	Often
Social media acts as a means through which learners can share original materials.	3.55	0.97	Often
Social media enhances skills in multimedia production among the learners.	3.73	1.04	Often
Weighted Mean	3.68		
SD	0.94		
Verbal Interpretation		High	

With a weighted mean of 3.68, the findings indicate that learners "often" use social media as a platform to express their creativity, particularly in arts, media, and multimedia production. The statements reflect that social media serves as a source of inspiration for learners to generate unique ideas and share original materials. Among the listed aspects, the highest-rated statement (Mean = 3.73) highlights social media's role in enhancing multimedia production skills, suggesting that learners actively engage in digital content creation.

The standard deviation (SD) of 0.94 indicates moderate variability in responses, signifying that while most learners perceive social media as a tool for creative expression, individual experiences may slightly differ. The verbal interpretation of "High" reinforces that social media plays a significant role in encouraging learners to explore and showcase their creative talents in various digital formats.

According to Chai et al. (2017), perceived usability and usefulness of social media are directly correlated with creative expression. There is a positive relationship between the intention to use social media and creativity. Thus, the ease of use and utility of social media positively influence creative expression, supporting the idea that social media encourages learners to explore and showcase their creativity.

Level of Social Awareness of Araling Panlipunan Teachers

Social awareness plays a significant role in shaping learners' awareness by providing access to information and promoting self-directed learning. In this study social awareness of learners include empathy, knowledge, perspective, observation and inclusion and was statistically measured using mean and standard deviation.

The Table 6 below presents learners' level of awareness in using social media, with results derived from the mean and standard deviation of responses evaluating different aspects of awareness of Araling Panlipunan teachers.

TABLE 6. Level of Social Awareness of AP Teachers in Terms of Empathy

STATEMENT	MEAN	SD	REMARKS
Social media enables learners to experience others' emotions and attitudes	3.53	0.87	Often
The content of social media encourages learners to show compassion for people in dire needs.	3.77	0.87	Often
Social media promotes compassion among learners.	3.58	0.85	Often
Empathy-related stories on social media enable learners to understand community problems.	3.59	0.95	Often
Social media fosters emotional attachment between the learners.	3.50	0.94	Often
Weighted Mean	3.59		
SD	0.90		
Verbal Interpretation		High	

The findings shows that social media plays a significant role in fostering empathy among learners.

The overall weighted mean of 3.59 and standard deviation of 0.90 indicates that learners often experience and express empathy through social media interactions, implying that while many learners perceive social media as a tool for empathy, some may engage with it differently. It serves as a powerful platform for emotional connection, compassion, and understanding of societal issues.

The slight variation in responses suggests that individual engagement levels and exposure to empathy-driven content may differ. Nevertheless, the data supports the notion that integrating social media into educational discussions on empathy can enhance learners' ability to understand and relate to others' experiences.

By leveraging social media as a learning tool, educators can encourage meaningful conversations, digital storytelling, and collaborative activities that strengthen learners' emotional intelligence and social responsibility. Furthermore, structured learning experiences that incorporate reflective discussions on online interactions can help learners develop critical awareness of how empathy influences digital behavior and real-world relationships.

Segal (2018) defines empathy as the ability to understand and relate to others' feelings within a social context, enabling individuals to respond sensitively and build stronger social connections and communication. Thus, empathy allows individuals to understand and connect with others' emotions, supporting the idea that social media can enhance empathy and foster stronger social connections.

Table 7 at the next page presents the role of social media in enhancing social awareness of Araling Panlipunan teachers in terms of knowledge.

Among the statements, the highest-rated (Mean = 3.86) suggests that social media significantly contributes to learners' acquisition of additional knowledge about social issues. Furthermore, social media empowers learners to broaden their understanding of current events (Mean = 3.73) and enhances

their awareness of topics relevant to social studies. The standard deviation (SD) of 0.87 shows a moderate level of variation in responses, implying that while most learners recognize social media as a source of knowledge, perspectives may slightly differ. The verbal interpretation of "High" confirms that social media plays a crucial role in educating learners and expanding their awareness of social issues.

TABLE 7. Level of Social Awareness of AP Teachers in Terms of Knowledge

STATEMENT	MEAN	SD	REMARKS
Social media educates learners.	3.66	0.88	Often
Learners acquire extra knowledge concerning social matters through social media	3.86	0.83	Often
Through social media, learners achieve enhanced knowledge concerning social matter events.	3.59	0.85	Often
Social media empowers learners to broaden understanding about current events.	3.73	0.88	Often
Learners employ social media to increase their awareness about topics that pertain to social studies	3.61	0.92	Often
Weighted Mean	3.69		
SD	0.87		
Verbal Interpretation	High		

Through various online platforms, learners gain access to real-time information, discussions, and diverse viewpoints that shape their understanding of current events. Additionally, social media fosters digital literacy by encouraging learners to critically evaluate information, engage in meaningful discourse, and develop informed opinions on social matters.

Sivakumar et al. (2023) stated that social media promotes knowledge sharing among learners and its connection to social awareness. The social media platforms facilitate knowledge dissemination and foster student engagement, contributing to better collaboration and understanding in social contexts. Therefore, social media facilitates knowledge sharing, which enhances learners' social awareness, it supports the result that social media broadens learners' understanding of social issues and current events.

Table 8 illustrates the role of social media in shaping social awareness of Araling Panlipunan teachers in terms of perspective.

TABLE 8. Level of Social Awareness of AP Teachers in Terms of Perspective

STATEMENT	MEAN	SD	REMARKS
Social media exposes learners to different viewpoints on societal issues.	3.69	0.87	Often
Learners are encouraged to analyze situations critically through social media content.	3.55	0.85	Often
Social media broadens learners' worldview.	3.66	0.84	Often
Social media challenges learners to think beyond their personal experiences.	3.63	0.79	Often
Social media fosters tolerance for diverse perspectives.	3.53	0.91	Often
Weighted Mean	3.61		
SD	0.85		
Verbal Interpretation	High		

The weighted mean of 3.61 suggests that learners "often" use social media to explore diverse viewpoints on societal issues. The highest-rated statement (Mean = 3.69) indicates

that social media significantly exposes learners to different perspectives, broadening their understanding of social matters. Additionally, social media challenges learners to think beyond their personal experiences (Mean = 3.63) and encourages critical analysis of situations (Mean = 3.55) through various online discussions and content.

The standard deviation (SD) of 0.85 reflects a moderate variation in responses, suggesting that while most learners recognize the impact of social media on their perspectives, some may have differing experiences. These differences could be influenced by factors such as the type of content they engage with, their level of interaction, and their personal beliefs or backgrounds. Despite this variation, the overall findings indicate that social media remains a significant tool in shaping learners' viewpoints, exposing them to diverse perspectives, and fostering critical thinking about social and global issues.

The verbal interpretation of "High" confirms that social media plays a crucial role in developing learners' ability to analyze, understand, and tolerate diverse perspectives, ultimately enhancing their social awareness. By engaging with various viewpoints and discussions online, learners are encouraged to think critically and reflect on different cultural and social issues. Additionally, social media provides opportunities for meaningful dialogue and collaboration, allowing learners to build empathy and a deeper appreciation for diversity in their communities and beyond.

Schurz et al. (2020) explored how empathy and perspective-taking work together to build social awareness. It emphasized that understanding others' emotions and thoughts helps individuals respond appropriately in social situations and improves social interactions. As a result, social awareness is dependent on having empathy and comprehending the ideas and emotions of others. This supports the finding that social media helps learners explore and perceive different views about social issues.

Table 9 at the next page presents the role of social media in fostering social awareness of Araling Panlipunan teachers in terms of observation.

TABLE 9. Level of Social Awareness of AP Teachers in Terms of Observation

STATEMENT	MEAN	SD	REMARKS
Learners use social media to observe societal trends and changes.	3.70	0.95	Often
Social media helps learners analyze the behavior of individuals in society.	3.66	0.89	Often
Social media fosters critical observation of local and global issues.	3.63	0.90	Often
Learners' civic movement through social media	3.56	0.85	Often
Learners observe civic movements through social media.	3.55	0.92	Often
Weighted Mean	3.62		
SD	0.90		
Verbal Interpretation	High		

The weighted mean of 3.62 indicates that learners "often" utilize social media to observe societal trends and changes. The highest-rated statement (Mean = 3.70) suggests that learners frequently use social media to monitor societal trends

and transformations, allowing them to stay informed about current events.

This highlights the role of social media as a primary source of information, enabling learners to access real-time updates and engage with discussions on relevant social issues. Additionally, their active participation in online discourse helps them develop a deeper understanding of societal changes and the factors influencing them.

Moreover, social media aids in analyzing individuals' behavior in society (Mean = 3.66) and fosters critical observation of local and global issues (Mean = 3.63). The lower-rated items, such as the role of social media in civic movement participation (Mean = 3.56 and 3.55), still received a rating of "Often," implying that while learners recognize its importance, engagement in activism or civic movements through social media may vary. The standard deviation (SD) of 0.90 reflects a moderate dispersion in responses, indicating some differences in learners' experiences. With a verbal interpretation of "High," the findings affirm that social media serves as a valuable tool for enhancing learners' observational skills, helping them develop a broader awareness of societal issues and civic participation.

According to Bandura (2016), observation like observational learning constitutes an important role in bringing out changes on both the individual and social levels. Therefore, people develop social awareness through observation, which supports the finding that learners use social media to monitor societal trends, behaviors, and civic issues.

Table 10 presents the role of social media in fostering social awareness of Araling Panlipunan teachers in terms of inclusion.

TABLE 10. Level of Social Awareness of AP Teachers in Terms of Inclusion

STATEMENT	MEAN	SD	REMARKS
Social media thus advocates for equal representation and voices of everyone.	3.44	0.85	Often
Learners advocate for marginalized groups using social media.	3.64	0.88	Often
Social media fosters equality and respect among learners.	3.42	0.85	Often
Social media has been encouraging learners to respect differences.	3.44	0.92	Often
Social media poses significant support toward an inclusive practice in society.	3.50	0.89	Often
Weighted Mean	3.49		
SD	0.88		
Verbal Interpretation	High		

The weighted mean of 3.49 indicates that learners "often" perceive social media as a platform that promotes inclusivity and equal representation. Among the statements, the highest mean score (3.64) suggests that learners frequently use social media to advocate for marginalized groups, highlighting its impact in raising awareness and fostering social change.

Other aspects, such as promoting equality and respect (Mean = 3.42), encouraging respect for differences (Mean = 3.44), and supporting inclusive practices in society (Mean = 3.50), also received ratings of "Often," suggesting that learners acknowledge social media's role in shaping inclusive attitudes.

The standard deviation (SD) of 0.88 reflects a moderate variation in responses, indicating some differences in individual perspectives. With a verbal interpretation of "High," the findings affirm that social media plays a significant role in promoting inclusivity, encouraging learners to engage in discussions on equal representation, diversity, and social justice. Hernández-Saca et al. (2023) emphasize the importance of inclusion in education by integrating marginalized learners and promoting equity, diversity, and social awareness. Thus, inclusive education rooted in social justice and diversity, aligning with the finding that social media fosters learners' awareness and advocacy for marginalized groups and inclusive practices.

Level of Civic Consciousness of Araling Panlipunan Teachers

Civic consciousness is a deep awareness and understanding of one's role and responsibility as citizen within community, society and the world. In this study civic consciousness include variables such as participation, advocacy, volunteerism contribution and collaboration were statistically measured using mean and standard deviation.

Table 11 at the next page presents learners' level of civic consciousness of Araling Panlipunan teachers in terms of participation. The results derived from the mean and standard deviation of responses evaluating different aspects of awareness.

TABLE 11. Level of Civic Consciousness of AP Teachers in Terms of Participation

STATEMENT	MEAN	SD	REMARKS
Social media encourages learners to take part in civic actions.	3.45	0.89	Often
Different school-based initiatives are promoted through social media among learners.	3.63	0.98	Often
Social media involves encouraging learners to take part in community projects.	3.58	0.94	Often
Learners keep themselves updated about participation opportunities through social media.	3.55	0.89	Often
Social media increases participation of learners in school and other social events	3.45	0.89	Often
Weighted Mean	3.53		
SD	0.92		
Verbal Interpretation	High		

The overall weighted mean of 3.53 and standard deviation of 0.92, indicates that learners often use social media as a platform for civic engagement. Showing that while many learners recognize social media's influence on their participation, experiences may differ.

These findings emphasize that social media serves as a valuable tool in promoting civic participation among learners. It helps disseminate information, encourage involvement in various initiatives, and strengthen community engagement.

However, the moderate variation in responses suggests that while social media is effective in promoting participation, other factors—such as personal interest, accessibility, and offline engagement opportunities—may influence actual involvement. Integrating social media-driven civic activities into educational programs could further enhance its role in fostering active citizenship among learners. Encouraging

learners to engage in digital advocacy and community initiatives can strengthen their sense of social responsibility. Additionally, providing structured discussions on civic issues can help them translate online engagement into real-world action.

Bartollini (2024) stated that technology can enhance civic engagement and to what extent internet use fosters citizen participation in civic activities. Therefore, the idea that digital tools such as social media play a significant role in enhancing civic participation, aligning with the study's finding that learners use these platforms to engage in community and democratic activities.

Table 12 illustrates the role of social media in fostering civic consciousness of Araling Panlipunan teachers among learners, specifically in terms of advocacy.

TABLE 12. Level of Civic Consciousness of AP Teachers in Terms of Advocacy

STATEMENT	MEAN	SD	REMARKS
Social media empowers learners to promote social causes.	3.55	0.94	Often
Learners use social media to raise awareness of urgent issues.	3.39	0.95	Often
Social media will encourage learners to promote human rights.	3.58	0.91	Often
Social media creates confidence among learners to start advocacy campaigns.	3.59	0.83	Often
Learners engage in environmental advocacy through social media.	3.52	0.98	Often
Weighted Mean	3.53		
SD	0.92		
Verbal Interpretation		High	

The weighted mean of 3.53 suggests that learners "often" perceive social media as an influential platform for advocacy and activism. Among the statements, the highest mean score (3.59) indicates that learners find social media effective in building confidence to initiate advocacy campaigns, followed closely by its role in encouraging the promotion of human rights (Mean = 3.58) and empowering learners to support social causes (Mean = 3.55). The lowest mean (3.39) pertains to the use of social media to raise awareness of urgent issues, though it still falls under the "Often" category.

The standard deviation (SD) of 0.92 reflects some variability in responses, suggesting differences in how learners engage with advocacy-related content online. These variations may be influenced by factors such as individual interests, digital literacy skills, and the frequency of exposure to social and political discussions on social media platforms. Some learners may actively participate in online campaigns and discussions, while others may prefer passive engagement, such as sharing or reacting to posts rather than initiating conversations.

With a verbal interpretation of "High," the findings confirm that social media serves as a valuable tool for developing civic consciousness, empowering learners to participate in social movements, promote human rights, and support environmental and social causes. By providing real-time access to global issues and grassroots initiatives, social media enables learners to stay informed, voice their opinions, and connect with like-minded individuals who share their

advocacies. Additionally, digital platforms encourage collaborative efforts, allowing learners to engage in petitions, fundraisers, and awareness campaigns that translate online activism into meaningful real-world impact.

Leong et al. (2018) stated that advocacy in social media can empower social movements. It support the findings that social media empowers learners to engage in advocacy and social change, offering a space for marginalized voices and fostering civic engagement through digital platforms.

Table 13 below presents the role of social media in fostering civic consciousness of Araling Panlipunan teachers among learners, specifically in terms of volunteerism.

TABLE 13. Level of Civic Consciousness of AP Teachers in Terms of Volunteerism

STATEMENT	MEAN	SD	REMARKS
Social media encourages learners to volunteer for community activities.	3.44	0.96	Often
Social media encourages learners to volunteer their time and expertise towards social causes.	3.42	0.85	Often
This encourages the learners to join the volunteer groups advertised online.	3.38	0.83	Sometimes
Social media campaigns also enhance the learner's knowledge on volunteer opportunities.	3.39	0.81	Sometimes
Learners actively take up volunteerism because of the impact of social media.	3.41	0.83	Often
Weighted Mean	3.41		
SD	0.85		
Verbal Interpretation		High	

However, there are aspects where learners expressed a slightly lower level of agreement. Statements related to joining volunteer groups advertised online (Mean = 3.38) and gaining knowledge about volunteer opportunities through social media campaigns (Mean = 3.39) were interpreted as "Sometimes", suggesting that while social media raises awareness about volunteerism, it does not always lead to direct participation.

The standard deviation (SD) of 0.85 signifies moderate variability in responses, indicating that while many learners find social media influential in promoting volunteerism, some may not actively engage in volunteering despite exposure to related content. This variation may stem from factors such as personal motivation, time constraints, or a preference for digital advocacy over physical participation. Some learners may be inspired by social media campaigns but lack the resources or opportunities to take direct action. Nevertheless, the overall findings highlight the potential of social media to raise awareness about volunteerism, encourage community involvement, and connect learners with organizations that align with their interests and values.

With a verbal interpretation of "High," the findings affirm that social media plays a significant role in promoting volunteerism among learners, but its impact on actual engagement in volunteer activities may vary. While many learners are encouraged to participate through online advocacy and awareness campaigns, translating digital support into real-world action depends on individual motivation and available opportunities.

According to Tiessen et al. (2019), volunteers have an important role in community-based organizations testing the

extent to which volunteerism deepens and expands social networks toward attaining the larger civic engagement goals through local participation. Therefore, volunteerism contributes to civic engagement and community resilience, reinforcing the role of social media in motivating learners to participate in community-based volunteer activities.

Table 14 highlights the role of social media in fostering civic consciousness among learners by Araling Panlipunan teachers in terms of contribution.

TABLE 14. Level of Civic Consciousness of AP Teachers in Terms of Contribution

STATEMENT	MEAN	SD	REMARKS
Social media inspires more participants to influence improvements in society.	3.61	0.85	Often
Learners post ideas on social media platforms about community development.	3.50	0.91	Often
Social media promotes a learner's sense of returning to the community.	3.47	0.91	Often
Social media emphasizes learners' efforts in accomplishing civic projects.	3.44	0.92	Often
The learners engage actively in online debates of social issues.	3.45	0.91	Often
Weighted Mean	3.49		
SD	0.90		
Verbal Interpretation	High		

The weighted mean of 3.49 indicates that learners often use social media to engage in activities that benefit society. The highest mean (3.61) suggests that social media inspires participation in societal improvements. Other notable aspects include posting ideas on community development (3.50), fostering a sense of returning to the community (3.47), and engaging in civic projects (3.44).

With a standard deviation of 0.90, responses show moderate variation, but overall, the "High" verbal interpretation confirms that social media significantly encourages learners to contribute to society through discussions and initiatives.

This suggests that while some learners actively participate in civic conversations and online movements, others may engage at varying levels depending on their interests and digital habits. Nonetheless, social media remains a powerful tool for fostering social responsibility, providing learners with platforms to express their views, collaborate on community projects, and support meaningful causes.

Wanjohi et al. (2019), states how the civic engagement among the learners will influence the contribution towards the development of a community. Therefore, the findings align with the view that civic engagement enhances learners' contributions to community development. Learners' frequent use of social media to share ideas, join civic projects, and promote social improvements shows how digital platforms can motivate active citizenship and meaningful societal contributions.

Table 15 presents the level of civic consciousness of Araling Panlipunan teachers in terms of collaboration, highlighting the role of social media in fostering teamwork among learners.

However, the statement regarding learners developing social skills through online media received the lowest mean

score (3.36), with a remark of "Sometimes," indicating that while social media supports collaboration, its effectiveness in building social skills varies. The standard deviation of 0.92 suggests moderate variability in responses, showing that while many learners find social media helpful for collaboration, some may not experience the same level of benefit.

TABLE 15. Level of Civic Consciousness of AP Teachers in Terms of Collaboration

STATEMENT	MEAN	SD	REMARKS
Social media aids teamwork amongst the learners.	3.58	0.91	Often
Learners use social media for collaborative academic and civic activities.	3.56	0.97	Often
Social media aids learners in coordinating very effectively for group activities.	3.56	0.83	Often
Learners develop their social skills through online media.	3.36	0.97	Sometimes
Social media encourages collaborations for socially purposeful actions.	3.41	0.93	Often
Weighted Mean	3.50		
SD	0.92		
Verbal Interpretation	High		

Overall, the "High" verbal interpretation confirms that social media plays a significant role in enhancing teamwork, coordination, and collaboration among learners, encouraging them to participate in both academic and civic initiatives. Through online platforms, learners can easily communicate, share ideas, and organize group activities, fostering a sense of collective responsibility. Additionally, social media enables learners to collaborate beyond classroom settings, allowing them to engage in community projects, virtual discussions, and advocacy campaigns that promote active involvement in social causes.

Greenhow (2015), stated that social network systems can aid and abet collaboration in learning institutions to facilitate civic engagement through group action by the learners. Therefore, the findings align with literature emphasizing the role of digital platforms in enhancing collaboration for civic engagement. Social media provides learners with spaces to communicate, share ideas, and coordinate efforts in both academic and civic activities.

The table 16 at the next page shows the result of the test of the relationship between the role of social media and the awareness of the learners as perceive by the Araling Panlipunan Teachers.

The strength and significance of this link were evaluated using the Pearson correlation coefficient. All relationships are statistically significant at $p < .001$ This means that as learners perceive a stronger role of social media in these areas, they also tend to report higher levels of awareness measured in terms of empathy, knowledge, perspective, observation, and inclusion. A higher perception of social media's cultural influence is moderately to strongly associated with enhanced awareness. Learners who see social media as a way to learn about diverse cultures also tend to develop greater empathy, knowledge, and an inclusive outlook. Active social interactions on social media are positively linked with awareness. Engaging with peers online helps learners connect emotionally and intellectually, enhancing their understanding

of diverse viewpoints and social issues. When social media reinforces patriotic values, it correlates with higher levels of awareness. This emphasize that a sense of national pride may also enhance learners' empathy and knowledge about societal issues. Effective communication via social media strongly

relates to enhanced perspective-taking and inclusion. Clear and engaging online communication appears to foster a deeper understanding and appreciation of different viewpoints. Creative expression shows the strongest correlations among all roles, particularly with empathy and knowledge.

TABLE 16. Test of relationship between role of social media and awareness of AP Teachers

Role of social media		Awareness				
		Empathy	Knowledge	Perspective	Observation	Inclusion
Cultural Influence	Pearson Correlation	.646***	.511***	.522***	.507***	.573***
	Sig. (2-tailed)	<.001	<.001	<.001	<.001	<.001
	N	64	64	64	64	64
Social Interaction	Pearson Correlation	.624***	.594***	.568***	.601***	.596***
	Sig. (2-tailed)	<.001	<.001	<.001	<.001	<.001
	N	64	64	64	64	64
Patriotism	Pearson Correlation	.620***	.616***	.586***	.642***	.541***
	Sig. (2-tailed)	<.001	<.001	<.001	<.001	<.001
	N	64	64	64	64	64
Communication	Pearson Correlation	.647***	.574***	.634***	.575***	.622***
	Sig. (2-tailed)	<.001	<.001	<.001	<.001	<.001
	N	64	64	64	64	64
Creative Expression	Pearson Correlation	.713***	.700***	.658***	.666***	.676***
	Sig. (2-tailed)	<.001	<.001	<.001	<.001	<.001
	N	64	64	64	64	64

Note: *p<.05, **p<.01, ***p<.001

TABLE 17. Test of relationship between role of social media and civic consciousness of AP Teachers

Role of social media		Civic Consciousness				
		Participation	Advocacy	Volunteerism	Contribution	Collaboration
Cultural Influence	Pearson Correlation	.454***	.566***	.571***	.488***	.467***
	Sig. (2-tailed)	<.001	<.001	<.001	<.001	<.001
	N	64	64	64	64	64
Social Interaction	Pearson Correlation	.526***	.644***	.581***	.564***	.513***
	Sig. (2-tailed)	<.001	<.001	<.001	<.001	<.001
	N	64	64	64	64	64
Patriotism	Pearson Correlation	.565***	.613***	.586***	.560***	.484***
	Sig. (2-tailed)	<.001	<.001	<.001	<.001	<.001
	N	64	64	64	64	64
Communication	Pearson Correlation	.570***	.663***	.659***	.561***	.565***
	Sig. (2-tailed)	<.001	<.001	<.001	<.001	<.001
	N	64	64	64	64	64
Creative Expression	Pearson Correlation	.669***	.684***	.661***	.534***	.546***
	Sig. (2-tailed)	<.001	<.001	<.001	<.001	<.001
	N	64	64	64	64	64

Note: *p<.05, **p<.01, ***p<.001

This indicates that when learners use social media to express themselves creatively, it not only boosts their own awareness but also promotes a richer, more empathetic understanding of the world around them. To summarize across all dimensions, the data strongly indicate that as learners perceive a more pronounced role of social media, whether through cultural influence, social interaction, patriotism, communication, or creative expression. They also report higher levels of awareness in empathy, knowledge, perspective, observation, and inclusion.

Hence, the results indicate a strong positive relationship between learners' perception of social media's role and their awareness in areas such as empathy, knowledge, perspective, observation, and inclusion. As learners recognize social media's influence in cultural learning, social interactions, patriotism, communication, and creative expression, they report higher levels of awareness. This highlights that social media, when used effectively, plays a significant role in

enhancing learners' understanding and appreciation of diverse perspectives and societal issues.

Table 17 shows the results of the test of the relationship between the role of social media and civic consciousness.

The strength and significance of this link were assessed using the Pearson correlation coefficient. All relationships are statistically significant at $p < .001$, indicating that as learners recognize the role of social media in various areas, they also report higher levels of civic consciousness, measured in terms of participation, advocacy, volunteerism, contribution, and collaboration. A higher perception of social media's cultural influence is moderately to strongly associated with civic consciousness. Learners who view social media as a tool for cultural learning and awareness tend to be more engaged in advocacy, volunteerism, and contribution, suggesting that exposure to diverse cultures fosters a sense of civic responsibility.

Active social interactions on social media are positively linked with all aspects of civic consciousness. Engaging with

peers and communities online enhances participation, advocacy, and contribution, demonstrating that social interactions encourage learners to take an active role in social causes.

When social media reinforces patriotic values, it correlates with higher levels of civic engagement, particularly in advocacy and contribution. This emphasizes that fostering national pride through social media can inspire learners to participate in civic activities and contribute to societal development.

Effective communication via social media shows strong correlations across all dimensions, particularly with advocacy and volunteerism. This suggests that using social media as a platform for clear and meaningful discussions fosters engagement in civic projects and community service.

Among all roles, creative expression exhibits the strongest correlations, particularly with participation and advocacy. This indicates that learners who use social media for creative expression tend to be more involved in civic activities, as it provides a platform for sharing ideas, raising awareness, and promoting positive change.

The findings strongly suggest that according to the teachers, learners perceive a greater role of social media—whether through cultural influence, social interaction, patriotism, communication, or creative expression—they also report higher levels of civic consciousness. This emphasizes the potential of social media as a powerful tool in enhancing learners' engagement in civic and social initiatives.

IV. CONCLUSION AND RECOMMENDATIONS

Based on the presented findings, the following conclusion was formulated.

The study shows a significant relationship between the role of social media and the awareness of Araling Panlipunan teachers, leading to the rejection of the null hypothesis. Teachers view social media as a powerful tool for building social awareness, helping learners develop empathy, understand community issues, and stay informed about current events.

Similarly, there is a significant relationship between the role of social media and the civic consciousness of Araling Panlipunan teachers, leading to the rejection of the null hypothesis. Teachers view social media as a helpful tool for encouraging learners to join civic activities, support social causes, share ideas, and participate in both school and community efforts.

The hypotheses stating that the role of social media—such as cultural influence, social interaction, patriotism, communication, and creative expression—has no significant relationship on awareness (including empathy, knowledge, perspective, observation, and inclusion) and civic consciousness (including participation, advocacy, volunteerism, contribution, and collaboration) is rejected.

Based on the results of the study, the following recommendations are suggested:

The teacher may encourage learners to write short posts, summaries, or reflections on social media platforms related to civic topics or current events by giving clear instructions,

choosing topics they care about, showing examples, and praising their efforts

The teacher may use social media to share stories, videos, or activities that highlight equality and respect, then guide learners in discussions to promote inclusive attitudes and civic awareness.

The teacher may create group tasks where learners collaborate online to plan or promote simple volunteer activities, such as community reading sessions or school-based clean-up campaigns, helping them practice social interaction and apply their civic learning in real life.

Future researchers may consider adding more variables for better understanding how of these factors influence the relationship between the role of social media to the learners awareness and civic consciousness.

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