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**CIVIC EDUCATIONAL EXPERIENCES OF THE GRADE SIX PUPILS IN
PUBLIC ELEMENTARY SCHOOLS**

A Thesis

Presented to the

College of Graduate Studies and Teacher Education Research

Philippine Normal University

Manila

In Partial Fulfillment

of the Requirements for the Degree

MASTER OF ARTS IN EDUCATION

with Specialization in Social Science Teaching

MARIA EDMILYN P. OCAMPO

February 2023

APPROVAL SHEET

This thesis entitled “**CIVIC EDUCATIONAL EXPERIENCES OF THE GRADE-SIX PUPILS IN PUBLIC ELEMENTARY SCHOOLS**” prepared and submitted by **MARIA EDMILYN P. OCAMPO** in partial fulfillment of the requirements for the degree of **Master of Arts in Education with Specialization in Social Science Teaching**, is hereby recommended for approval and acceptance.

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DEDICATION

I dedicate this work to the following: my husband, Odilon B. Ocampo who has encouraged me all the way to make sure that I would give it my all to finish what I have started;

To my children Micah and Nath who have been affected in every way possible by this quest. Thank you. My love for you both I can never be quantified;

I also dedicate this work to my beloved parents, Mr. Edgardo R. Perlado and the late Mrs. Mila R. Perlado, whose affection, love and respect for education made this thesis possible.

ACKNOWLEDGMENTS

The author would like to express her sincerest gratitude and appreciation to the following persons who made her study possible:

Dr. Florisa B. Simeon, Thesis Adviser, for her patience, support, encouragement, guidance and concern to the author;

Dr. Adonis S. David, Former Dean, College of Graduate Studies and Teacher Education Research, for the valuable suggestions for the development of the thesis;

Dr. Enrico B. Garcia and Dr. Dennis D. Apolega, oral defense panelists, for the significant comments for the improvement of the thesis;

Dr. Cherrylou D. Repia, Former Schools Division Superintendent, Cavite Province, for allowing the researcher to gather data from public elementary schools in Indang;

Dr. Divina A. Rosarda and Dr. Marcos I. Ramos, District Supervisors of the Municipality of Indang, for their continued support and encouragement;

All principal and teachers of the schools covered in this study, for their kindness and for allowing the researcher to gather the much-needed information;

All the co-teachers at present and from previous work station, for their prayers, support and encouragement;

Her beloved family and her inspiration, Micah, Nath and Odie, for their love, guidance and support which gave the researcher the strength and motivation;

Above all, to Almighty God, for the blessings and strength;

To all of them, this piece of work is humbly dedicated.

MARIA EDMILYN P. OCAMPO

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ABSTRACT

Researcher	:	Maria Edmilyn P. Ocampo
Title	:	Civic Educational Experiences of the Grade Six Pupils in Public Elementary Schools
Key Concepts	:	Civic Education, Knowledge, Disposition, Skills
Degree	:	Master of Arts in Education in Social Science
Specialization:		Social Science Teaching
Adviser	:	Dr. Florisa B. Simeon

This study examined the relationship between civic educational experiences and perceived effectiveness of civic educational experiences in the development of civic competencies of the grade six pupils in the Municipality of Indang.

This study also employed descriptive research design utilizing quantitative methodology to answer the research questions that were raised in this study. The respondents for this study were 291 Grade Six pupils from six randomly selected public elementary schools in Indang, Cavite. Survey questionnaires were utilized to gather data from the respondents.

Descriptive statistics were used in order to address the research questions raised in this study. Frequency count, mean, percentage, standard deviation and Pearson's correlation coefficient or Pearson Product-Moment Correlation were used to analyze the data gathered.

It was revealed from the findings that the civic educational experiences in public elementary schools in the Municipality of Indang were limited and inconsistently provided to Grade Six pupils with participation in flag ceremony as the only consistent civic activity offered to pupils in school. The civics classes in public elementary schools in Indang were often conducted using a standard lecture/textbook approaches.

It was established that the civic educational experiences of grade six pupils have the potential to positively promote the students' acquisition of civic competencies. The civic activities offered in public elementary schools in Indang, Cavite was especially successful in imparting civic knowledge, and in enhancing the civic skills and civic disposition of Grade Six pupils.

Further test statistics showed a high positive relationship for the three components of civic competencies examined indicating that the civic educational experiences offered to grade six pupils in school greatly contributed in development of their civic competencies in terms of civic knowledge, civic skills and civic disposition. Thus, civic education was found to contribute positively to Grade Six pupils' acquisition of civic competencies.

Overall, it was concluded that high quality civic educational experiences can have a substantial positive impact on grade six pupils' development of civic competencies that are conducive to good citizenship.

On the basis of the major findings and conclusions of the study, recommendations were proposed to school administrators, teachers, elementary pupils, communities and future researchers to further enhance the civic competencies of grade six pupils through policy, practice and research.

CHAPTER 1

THE PROBLEM AND LITERATURE REVIEW

This chapter includes part of the research study presents the viewpoint and perspective of the research problem. The literature review from a survey of scholarly sources on the focus of this study was also included in this section. It provides an overview of current knowledge, allowing you to identify relevant theories, methods, and gaps in the existing research that can later be apply on this study.

Background of the Study

Education is one of the foremost pillars to progress and improve the moral values of the young people, specifically on the important role of civic education in schools because Philippines has a national mission to educate the young about Philippines civic life through the philosophy of "value-based education". Social science subjects, as compulsory subjects in all years of K to 12 schools, were based majority from a vision of civic education as an instrument of nation and character building and citizen development.

The purpose of schooling is not simply to practice students for citizenship, but to support them with the knowledge, skills, and dispositions required for dynamic and engaged civic life. This proposal was supported firmly by the researcher and reflects that social sciences subject are better suited to realize this important goal.

The civic education (CE), according to several experts and authorities is a word that is use to define various educational programs, and can be establish with many other names. Civic education can refer to citizenship education and ethics, civic engagement, civic culture, civic, legal and social education and education for democratic citizenship (Kuhn, 2006; United Nations Development Program, 2004; Smith et al., 2002, Vasiljević, 2009).

It was justified by Adebayo and Zimba (2014), that civic education in democratic societies can be recognized as education in self-government. This denotes that people are vigorously included in their governance in democratic societies. The citizens as members preserve its governance in a democratic society. This further indicates that the participation of citizens in a democratic society must be founded in judicious and on informed reflection along with understanding, recognition of the rights and responsibilities that goes with being a member of a democratic society.

The civic education was emphasized by Kerr (cited in Boadu, 2013) that is generally held to encompass the training of the young for their duties and responsibilities as residents of a democratic society particularly the role of education in the preparative process. Civic education (CE) is represented in many different ways in various nations such as citizenship education, social science, social studies, world studies, and studies of society. It also has connections to the curriculum particularly in social studies, politics, economics, history, geography, environmental studies, values education, religious studies, and language and science. These mean that CE can be approached and defined in many different methods. Amao (2006) further affirms that CE is essentially concentrated at the youth since they are seen as the future leaders that will uphold a better future for the country.

Meanwhile, Komalasari (2009) described civic competence as the person's desire to become a vigorous member of a democracy and sometimes this term is acknowledged as a social conscience. The individual with civic competence has patriotic outlook toward his country and is engaged in the community. Therefore, it could be described that civic competence is an individual understanding and interest to be an active member of a

democratic society. When a person has developed civic competence, he/she is also developing a social conscience which means that he/she becomes secured in the community, acknowledges diversity and patriotism, has the capacity to make educated decisions as well as aware of the rights and responsibilities of a citizen in a society.

Delli Carpini and Keeter (1996 cited in Owen, Soule & Chalif, 2011) mentioned that civic education is composed of three (3) basic elements or competencies, which are the focus of the current study, namely: 1) civic knowledge, 2) civic skills, and 3) civic disposition. In this study, the development of civic competencies of students is measured through the abovementioned elements.

Civic education has increased favor as a description of this empowering and freeing process, but it retains some traces of a socializing mission with which intelligent educators operating in varied contexts will want to grapple.

These various contexts form the basis of the following sections of the topic area. While there are core themes involved in civic education, the contexts within which these are explored and developed have become more diverse. As the role of education in re-shaping these contexts to make them fit for citizens - and citizens fit for them - has become more important, it is important that for educators pay attention to their differences and trajectories.

Discoveries of civic education invariably start with explorations of democracy and the related terms of citizenship and civil society. Those engaged in civic education have a vision of empowered citizens voluntarily organizing themselves for self-reliance and political impact in societies where representative and participatory democracy produces peace, prosperity, and personal liberation. All of these are contested concepts.

Although the 1990's with their belief in the triumph of democracy as a regime of government, when civic education received renewed impetus, have given way to the more cautious years in which war, terror and revolution have re-emerged as tools of state building and power projection, there is need for civic education programs to place a vision before educators and learners.

Civic virtue has become a stock theme in a number of curriculum innovations and projects designed to shift the focus of education from merely a knowledge and information activity – learning about the politics of particular countries, or the history of the development of a constitution and the manner in which that constitution has been used or abused – to a consideration of the personal responsibility of the individual learner to behave well in relation to the democratic society in which he or she lives. Lists of virtues have been created which are assumed to be particularly suitable to this form of living. They include respect for others, tolerance, co-responsibility for the community, commitment to constitutionalism and human rights, and peaceful co-existence and friendship in local and national affairs.

In some educator, virtues and habits intersect with one another and with separately defined *civic skills*. But all agree that civic education must inculcate behaviors which enable people to construct a democratic way of life, irrespective of the particular regime under which they find themselves. Amongst these habits are the simple ones of non-violent conflict management; shaping, expressing and promoting interests and needs so that competing interests and needs can be identified and resolved; voting; being a public as well as private person and so on.

Societies are always involved – and democratic societies have to establish, on the basis of their particular histories and balance of forces, practices which enable them to meet the bare minimum democratic standards which form the bedrock of such a society. Having constructed these practices and procedures – and in the process of renewing and reforming them to meet contemporary demands – societies seek to educate their citizens in making use of and participating in them.

At its heart then, civic education seeks to make people powerful and capable of creating a democratic society and contributing to the fullest in a democratic society. However contexts differ, so do the challenges facing educators in these contexts.

It is important that decisions taken in developing programs, looking for models and materials, seeking support from other practitioners and empowering people take account of these differences. The educator is a part of a team addressing a much more unstable crisis in which the concept of state is irrelevant to the immediate emergency.

It is recognized in this study that it is possible to acquire civic competence amongst students through the performance of various civic educational experiences in and out of school. It has been assumed that these civic educational experiences are needed to prepare the young for informed and active participation in civic and democratic life through the provision of learning experiences, activities or programs that can foster their civic knowledge, skills, and dispositions.

The Philippines K to 12 Program covers Kindergarten and 12 years of basic education with six years of primary education, four years of Junior High School (JHS), and two years of Senior High School (SHS) which has the objective to offer enough time for mastery of concepts and skills, develop lifelong learners, and prepare graduates for tertiary

education, middle-level skills development, employment, and entrepreneurship (Department of Education, 2014).

It has been further envisioned by the Department of Education (DepEd) that every graduate of the Enhanced K to 12 Basic Education Program is an empowered individual who has learned, through a program that is rooted on sound educational principles and geared towards excellence, the fundamentals for learning throughout life, the competence to engage in work and be productive, the ability to coexist in fruitful harmony with local and global communities, the capacity to transform others and one's self and the capability to engage in autonomous critical thinking.

Part of the K to 12 Education vision is that the graduates will be more emotionally mature and be socially aware, pro-active, and actively involved in public and civic affairs. These two visions are the basic principles of civic education. Carmen (2014), the City Division Superintendent of Bislig further emphasized the vital role of civic education in the new K to 12 Curriculum. Now most especially, according to her, our current educational system should guarantee that our students have a strong sense of patriotism which must be in line with the vision of developing students who can support nation building.

Moreover, DepEd (2012) anticipated that the ideal K to 12 graduate adheres to the rights and duties of citizenship, possess solid ethical and spiritual values, strong moral character and personal discipline, with critical and creative thinking, scientific and technological knowledge, and vocational efficiency and exhibits patriotism and nationalism, love of humanity, respectful of human rights, and shows gratitude to the role

of national heroes in the historical development of the nation. These are all the characters of a graduate with strong civic competencies.

In order to achieve the purposes of this study, this research was undertaken in order to ascertain the relationship between civic educational experiences of students in schools and perceived effectiveness of these civic educational experiences in the development of civic competencies of the grade six pupils in the Municipality of Indang. The researcher strongly believes that civic education is and will be a mandatory concern in schools. However, it needs further development and promotion. This applies for all schools and, definitely, it also incorporates the now established and still developing democratic societies. This is in line with the testimonial of Toqueville (2010) that each new generation need to obtain the knowledge, acquire the skills, and cultivate the dispositions or qualities of private and public character that sustain a constitutional democracy. These dispositions must be nurtured and supported by word and education and by modeling them through example. He further declared that democracy is not a "machine that would have to go itself," but must be knowingly replicated, one generation after another. Therefore, this study will be a useful starting point in examining the civic educational experiences of elementary school students and how these experiences influence the civic competencies of these students. This employed descriptive research design utilizing quantitative methodology to address the research questions raised in this study. The respondents for this study were selected Grade Six pupils from six randomly selected public elementary schools in Indang, Cavite.

Literature Review

This literature review aims to investigate what has been documented in dealing with civic education and civic educational experiences in educational setting. It is done in order to determine whether the exposure of students to various civic educational experiences contributes to the development of civic competencies of students. Presented in this chapter were the related literatures that had bearings to the present study which were obtained from the books, magazines, newspapers, journals, articles and reliable websites.

Civic Education

Kerr in 1999 (cited in Maksić, 2008) conducted an earlier study about the comparison of the civic education (CE) of 16 countries and revealed high differences not only in the implementation and structure of CE, but also in the terms used to represent CE. In Australia, it is incorporated in "Human society and environment", while in Canada it is part of "Social studies". In Hungary it is referred in "People and society" etc. Likewise it was noted by Kuhn (2006) that the CE of various countries is at times being offered as a single subject both in elementary and secondary levels, and every so often, it is a subject area that is combined with other subjects. The content and curricula of civic education including its objectives have no specific international standard that is why it is not easy to define. Nevertheless, Galston (2001 in Vasiljević, 2009) claimed that the most credible depiction of civic education is that it is intended to "make good citizens", equipped with proper knowledge, skills and traits of character.

It is in formal education acquired the most extensive use of CE as mentioned by Branson and Quigley (2006). CE is always a part of the regular curriculum both in the

primary and secondary levels of education worldwide. Additionally, there are wide-ranging educational resources available from the various civil society organizations that are committed in developing CE in formal schooling. It is also contended by Branson and Quigley (2006) that CE is an essential component of education that nurtures citizens to be engaged in democratic life, to fulfill their responsibilities and to defend their rights as citizens with the necessary knowledge and skills. Many civil societies have long been interested in how the young people are equipped for citizenship and also in how they learn to become involved in civic life. Being explicated by Boadu (2013) that CE was about being nurtured to become an effective member of the person's immediate community and the civil society at large. To develop a commitment to work effectively with various people and the acceptance of the differences between cultures and values particularly in the aspect of social and development issues.

Clarified that historically, educators have been responsible for producing citizens with the essential knowledge, skills, and sense of responsibility to be civically involved and this educational aim was a primary reason for the establishment of public schooling (Chenneville et al., 2012). Civic education has generally been undertaken at the elementary and secondary school levels. However, school-based civic education has been declining at both the elementary and secondary levels.

Historically, according to Jamieson (2014), CE has depended upon public schools as a primary source of our valued democratic values. It has been highlighted by some historians, the interconnection between education and citizenship. They contend that the most fundamental objective of schools is to teach schoolchildren the moral and intellectual responsibilities of working and living in a democratic society. In line with this, societies

and its citizens have anticipated schools to train our young children as future citizens of the country, shaping them to have a solid national character cultivating their loyalty and democratic values. The implication of this part of schools and of these arguments is the belief that the schools have become the training ground for democracy and the place where leaders are born.

Civic Educational Experiences

According to Owen et al. (2011) CE programs can foster political knowledge to students. However, Owen et al. (2011) argued that the degree to which knowledge is acquired through CE programs hinge upon students' civic learning experiences. The instruction of CE across a state or nation differs widely in its structure, content, and quality. Various schools integrate their civic education into various subjects such as geography, social studies, history, economics and other social science courses rather than separate distinct civics classes. Likewise, school-based programs and learning activities that intend to progress civic education of students by going past the standard lecture and textbook instructional methods have been employed. The current approaches of civic instruction in schools not only tolerate students to learn about the constitutional and historical foundations of the government and democracy, organization and functions of the political system and the requisites for citizenship, but also permit students to become aware of the skills needed for significant political and civic participation. These civic learning experiences can promote a significant background for understanding facts about government and politics, and strengthen students' understanding of CE and not only acquired via standard textbook and lecture instructional approach.

It has been emphasized by Galston (mentioned in Adebayo & Zimba, 2014) that CE when applied in a democratic society should indeed focus in the raising awareness of the principles of democracy and a rational commitment to the values and principles of democracy. However, it should not infer that democracy should be offered as an ideology but rather a realistic truth about political and democratic life. Galston further stressed that in order for CE to be applicable, it must point out the fundamental truths about political life. With this argument, it is justifiable to accept that good citizens are made not born.

Walbert (2013) indicated that oral history can profoundly improve the classroom experience of students. This oral history can be incorporated in social studies subject and other academic subjects and can be implemented at any every grade level. The inclusion of oral history via interviewing people with personal knowledge of the past events can develop students' appreciation of social studies outside what is previously identified and familiar to them. This begins by learning the nation and moving to learning about other states and nations and the rest of the world. As each student seek to be aware of what is a state, and a nation, and the world that is mostly beyond their personal scope of experience, the use of oral history in classroom approaches can make the less familiar appear less alien and daunting which can make the experiences of people from far away land seem more immediate and real.

Civic Competence

Civic competence comprises all forms of knowledge, values and attitudes that furnish individuals to be participative and responsible in an applicable and positive way in social and national lives. Branson (cited in Komalasari, 2009) underscores that the purpose

of CE is to instill competent and responsible participation in political and societal lives, both in local and national levels where participation necessitates the following civic competence: (1) the mastery of particular knowledge and understanding (2) the development of intelligent and participatory competence (3) the development of specific intellectual attitude and character and (4) the true commitment to legitimate democratic values and principles. The National Standards for Civics and Government (Center for Civic Education, cited in Komalasari, 2009) emphasized that the main components of CE are civic knowledge, civic skills and civic disposition.

The UNDP Democratic Governance Group (2004, mentioned in Niworo et al., 2016) indicated that civic education typically composes of three elements. The first relates to civic disposition, which denotes that individuals acquire the confidence to participate in civic life and assume the roles, rights and responsibilities that are linked with citizenship in a democratic society. These individuals likewise accept and adopt the fundamental democratic values like tolerance and fairness and exercise their rights and responsibilities for the maintenance of constitutional democracy. The second element refers to civic knowledge, wherein individuals have understanding of their political situation and have the knowledge and awareness of their social, economic, political and civil rights. Thus, they are cognizant on how the democratic political societies work and know the roles and responsibilities of average citizens, and their civil leaders. Finally, civic skills refer to individuals obtaining the abilities to explicate, analyze, interact, evaluate, defend a position, and monitor processes and outcomes of a democratic political society. This means that they practice their knowledge for educated involvement in civic and political

processes. Thus, for this study, the necessary components of civic education appropriate for a democratic society are civic knowledge, civic skills, and civic dispositions.

Civic Knowledge

Civic knowledge is an essential component that should be acquired by citizens that relates to their rights and obligations as a citizen of a democratic society. This knowledge is indispensable in a political system and structure.

Civic knowledge is related with the subject matter and content on what citizens must know. In both the *National Standards* and the *Civics Framework for the 1998 National Assessment of Educational Progress (NAEP)*, the civic knowledge is exemplified through five significant and lasting questions. These five questions include the following: *What are civic life, politics, and government? What are the foundations of the American political system? How does the government established by the Constitution embody the purposes, values, and principles of democracy? What is the relationship of the United States to other nations and to world affairs? What are the roles of citizens in American democracy?* (Center for Civic Education, n.d.)

Civic knowledge refers to information and awareness about citizenship based on political, law and civic matters. Hence, Civic Education provided evidences, ideas, generalizations and philosophies developed from politics, law and civic disciplines. The Center for Civic Education identified eight fundamental elements of CE such as: (1) rights and responsibility, (2) democracy and autocracy, (3) individual and community, (4) equality and diversity, (5) cooperation and conflict, (6) freedom and order, (7) justice, the

rule of law, rules, laws and human rights, and (8) power and authority (Center for Civic Education, n.d.).

According to Owen (2015a) political knowledge can be obtained both directly and indirectly through CE. Children can obtain knowledge, gain independence in their ideas, and enhance their confidence in their ability to be political players inside the classroom. Likewise, CE can stimulate curiosity in political affairs, create a long-lasting appreciation of their civic duties, and inspire an appreciation toward democratic life that induces people to be focused to politics. It was further stated by Owen (2015a) that the knowledge acquired through CE can be the groundwork for the pursuit of additional information. Educational experiences like political discussions or a media report, election campaigns, may revitalize recollection of pertinent political information that was already learned in the classroom. Hence, CE may be used for encouraging young people to experience and be accessible to information about the political life even after they finish their schooling.

Civic Skills

The second crucial component of civic education in a democratic society is civic skills. This skill makes civic knowledge meaningful since this can be used to address national and societal life issues and problems. Intellectual skills and participation skills are both part of civic skills. First, intellectual skill is of utmost significance in creating a knowledgeable, effective and responsible citizen with critical thinking skills. Critical thinking skills are skills that are used to identify, describe, explain, analyze, evaluate, decide and defend the beliefs related to public issues and problems while participation

skills include skills to interact, observe and influence (The National Standards for Civics and Government and The Civics Framework for 1988 National Assessment of Educational Progress - NAEP).

As explained by Komalasari (2009) that civic skills element is warranted so that young people will be able to use their knowledge and skills in participating effectively in community. It is the intention to strengthen the cognizance of young people to enhance the skills and develop their understanding on the significance of active involvement in the community amongst its citizens from the gained experiences of getting to participate in the community. Participating actively in the community necessitates knowledge about fundamental concepts of citizenship, history, social issues and actual events and facts related to elements and skills in order to apply the knowledge and take appropriate actions applicable in possessing the disposition of the citizens.

According to the Center for Civic Education, citizens are the decision makers in independent societies. Thus, there is a need to improve and continuously enhance the skills of citizens in assessing, taking, and defending positions. These skills are indispensable if citizens are to evaluate public issues, to create judgments about public issues and to deliberate their evaluation with others.

Aside from the acquisition of knowledge and intellectual skills, CE must also focus on skills that are vital for informed, effective, and responsible engagement in the civic and political lives. These skills are classified by the Center for Civic Education as: as *interacting*, *monitoring*, and *influencing*. Interacting concerns to the skills that citizens must possess to connect, converse and cooperate with other people. Interacting also means being approachable to other people, that is, being able to question, answer, and deliberate

with respect, in addition to building partnerships and being able to manage clashes in a reasonable, peaceful fashion. Meanwhile, monitoring is focused on politics and government which indicates the skills citizens should possess to pursue and trace the managing of issues in a political process and by the government. This also represents citizens' acting as overseer or having "watchdog" duties. Lastly, the participatory skill of *influencing* is centered on the capability to affect the procedures of political governance in the society or community (Center for Civic Education, n.d.).

The Center for Civic Education (n.d.) further emphasized that it essential that the development of participatory skills must start at the earliest years of schooling and then progress throughout the course of education. Young students may learn CE through interaction with small groups, to collect information, exchange views or articulate plans of action at the level of their development. These young students can learn to listen considerately, to question effectually, and to manage conflicts through negotiation, compromise, or harmony. Meanwhile, older students can be expected to enhance the skills of monitoring and influencing public policy. They should learn to investigate public issues using various resources from the Web, libraries, personal interaction, and other forms of media. Attending public gatherings or meetings such as student bodies to school boards, and governmental hearings should be a mandatory part of every older student's experience. Observation of the courts and experience to the mechanisms of the judicial system also should be a required part of students' civic educational experiences. Observations on the workings of democratic society is however are not adequate enough, students must also be prepared for such experiences, by having a well-planned, and organized opportunities to

contemplate and assess their experiences under the guidance of expert and competent mentors (Center for Civic Education, n.d.).

As indicated by Kirlin (mentioned in Anoll, 2009) that civic skills also include the ability to communicate with outsiders, think critically about and articulate ideas and to solve problems alone and in groups. Quigley and Bahmueller (mentioned in Komalasari, 2009) establish civic education as thinking practice and attitude of a citizen that support the development of sound societal purpose and well-being of the general public assured by a democratic system.

Civic Disposition

The third essential component of civic education is civic disposition which points to the traits of private and public character important to the maintenance and improvement of constitutional democracy. Theoretically, civic disposition covers a number of traits such as civic consciousness (an awareness and respect of the community and civil discourse), individual responsibility, self-discipline, civic-mindedness, open-mindedness, and compromise. In other words, an individual with civic disposition demonstrates human respect and interaction, individual responsibility, self-discipline, caring about community, open-mindedness, compromising attitude, compassionate, generous and loyal to his homeland and its principles (Center for Civic Education, n.d.).

The Campaign for the Civic Mission of Schools (2011) defines civic dispositions as a concern for others, fairness, reasonable levels of trust, and a sense of public duty. People who show a strong democratic temperament are willing to compromise personal interests for the greater good (Stambler, 2011). They embrace their democratic rights, responsibilities, and duties in a responsible, tolerant, and civil manner. They have the

confidence to engage in civic affairs and to participate actively in political life. Civic dispositions were described as “habits of the heart” by Alexis de Tocqueville in 1835, and are elements of civic culture and civic virtue (Peterson, 2011).

The acquisition of civic dispositions is important for the stable functioning of a constitutional democracy. Civic dispositions include respect for the rule of law, a commitment to justice, equality, and fairness, trust in government, civic duty, political efficacy, political tolerance, respect to human rights, concern for the welfare of others, civility, social responsibility, and community connectedness (Campaign for the Civic Mission of Schools, 2011). These dispositions enable people to become independent members of society who accept the moral and legal obligations of a democracy and take personal responsibility for their actions (Kahne, et al., 2006 in Owen, 2015). They encourage thoughtful and effective participation in civic affairs. They require citizens to keep educated about politics and government, monitor political leaders and public agencies to ensure their actions are principled, and work through peaceful, legal means to change unjust policies (Branson, 1998 cited in Owen, 2015).

Branson cited in Komalasari (2009) underscored that civic disposition can be compared to civic skills which gradually develops through time as a result of what had been learnt and experienced by an individual at home, in school, in the community and exposure to civil society organizations. Branson further suggested that moral responsibility, reputation from each individual self-discipline and the respect for human dignity are necessary for civic disposition to flourish. The awareness of a citizen and character traits like courtesy, obeying the rule of law, critical thinking and willingness to listen, negotiate and compromise are required to make democracy run smoothly.

The National Standards for Civics and Government identified the characteristics that are necessary for civic dispositions to contribute to the political efficacy of the person, to the healthy functioning of the political system, for the person to possess a sense of dignity and worth, and the common good. Briefly, these dispositions or traits of private and public character are described as follows:

Becoming an independent member of society. This disposition encompasses adhering voluntarily to self-imposed standards of behavior rather than requiring the imposition of external controls, accepting responsibility for the consequences of one's actions and fulfilling the moral and legal obligations of membership in a democratic society (Center for Civic Education, n.d.).

Assuming the personal, political, and economic responsibilities of a citizen. These means that the individual is taking responsibility to care of one's self, educating one's children and to support and care for his family and being nurtured. These also include being educated about public issues, performing public service, voting, paying taxes, and serving in leadership position that corresponds to his talents (Center for Civic Education, n.d.).

Respecting individual worth and human dignity. Respecting others recommends that the individual listens to the opinions of others, behaves in a civil manner, considers the rights and interests of his fellow citizens, and adheres to the standard of majority rule but recognizing the right of the minority to dissension (Center for Civic Education, n.d.).

Participating in civic affairs in a thoughtful and effective manner. This trait necessitates the individual to become aware before being involved in civic affairs like voting or engaging in public debate, involving in civil and thoughtful discourse, and assuming leadership when applicable. This also meant that the individual must evaluate

whether and when his obligations as a citizen require that personal desires and interests are only secondary to the public good and that institutional principles oblige him to reject certain public expectations (Center for Civic Education, n.d.).

Promoting the healthy functioning of constitutional democracy. This trait advocate that the individual must be informed and attentive to public matters, learning about and reflecting on constitutional values and principles, monitoring the adherence of the leaders and public agencies to the democratic values and principles and taking appropriate action if adherence is absent. This character also predisposes the individual to work through peaceful, legal means to change laws that are believed to be irresponsible or unjust (Center for Civic Education, n.d.).

Most of the available readings on civic education and civic educational experiences of school children have been piloted in foreign locale focusing on secondary and higher education students. A well-defined methodology to citizenship education at the primary school level will enable children to gain initial awareness of the rights and responsibilities that come with the membership of a given society was believed by the researcher.

One important study about the insights of teachers and learners on the effectiveness of civic education in the development of civic competency among learners in Chipata District was Zambia conducted by Adebayo and Zimba (2014). The civic knowledge, civic skills and civic disposition were the variables connected with the study which are parallel to the variables of this study. Both teachers and pupils regard civic education as highly effective in the improvement of learners' civic competency in terms of civic knowledge, civic skills and civic disposition from the findings discovered. Civic education plays a significant part in the political development of the learner as it was determined in the study.

It is also an important element of education that cultivates in learners to partake in public life of democracy, to use their rights and to discharge their responsibilities with the essential knowledge and skills.

In another study of Boadu (2013) on teachers' perception on the importance of coaching citizenship education to primary school children in Cape Coast, Ghana disclosed that teachers in the area of study have grasped the importance of teaching citizenship at the primary school. It has been shown in the results of the study that teachers in the area of study at the primary school have appreciated the importance of teaching citizenship. Civic education lies at the very center of the educational process and that schools act as the hub on leading children to their political lives in future. Also, it has come out clearly with the teaching of citizenship education that pupils face difficulties. Apart from other glitches, the primary school teachers mentioned and stressed that pupils' literacy level was low and they make them have problems in having difficulties in reading and understanding citizenship education textbooks. Among other things, it was suggested that careful effort should be made by teachers to impart the knowledge they have attained in citizenship education to the children they teach.

Kahne and Sporte (2008) found that for low-income students of color, classroom civic learning chances such as: learning about problems in society, learning about current events, considering issues about which one cares, facing an open climate for classroom discussions of social and political topics were the strongest analyst of students obligation to civic participation and its influence was larger than any other factor, including prior responsibility, extracurricular activities, and neighborhood and family civic engagement. Kahne and Sporte (2008) pointed out that their outcomes seem to be inconsistent with

previous work that recommends enrolling in civic education or government courses did not increase civic participation but argue that this suggests that it is not simply enrolling in a relevant class that will make the transformation but rather ensuring the involvement of students in the kinds of activities found to be effective.

A more recent research of Van Camp and Baugh (2016) aimed to evaluate whether a psychology class integrating pedagogies known to inspire skills related to civic engagement can improve students' civic knowledge and commitment meaningfully as well as the association of the skills and characteristics with civic engagement. Participants were thirty-one female students enrolled in a Psychology in Current Events course at a small university in Washington, DC. Incorporating instructions in the classroom known to encourage skills related to civic engagement can significantly improve students' civic knowledge and engagement as well as skills and attributes associated with civic engagement were justified by the authors. Focusing on social problems and involving current events that are appropriate to the students and critically studying them using open classroom discussion, debates, and critical reflection were some of the pedagogical approaches that can be done in their classes. By critically examining issues, discussing positions, and establishing arguments, students can gain experiences.

It was found out that many of the goals of a psychology class needed for civic engagement are well suited to the improvement of the skills. In addition, it has been shown to increase civic learning opportunities by studying issues about which the students care. Therefore, a Psychology in Current Events class provided an ultimate classroom setting for a civically educated student in which to underscore the knowledge, skills, and attributes were essential. It was informed that the pedagogical style of the class by literature were

relevant to the students and critically surveyed them using open classroom discussion, debates, and critical reflection which has measured the efficacy of civic education courses, and consequently the class concentrated on social problems and engaging current events that. Experiences has been gained by the students critically by scrutinizing issues, debating positions, and forming arguments. Students showed a significant improvement in their self-reported civic engagement. They also rated themselves as more able to think alternative viewpoints, appreciate diversity, monitor and recognize current events, and think critically. It has been also reported by the students that improvement in other skills pertinent to civic knowledge and engagement, including applied thinking skills, sharing in discussion, reasoning a point of view, and reconsidering one's point of view based on evidences. A higher level of confidence has been described by the students in skills such as critical thinking and forming/presenting an argument. Finally, there was a growth in knowledge of those social issues explored in the class. It was suggested in this initial proof that a course offered by the psychology department focusing on current events provides for the engagement of students with political and civic issues and to develop the knowledge, skills, and attributes that allow them to be involved and dynamic citizens (Van Camp & Baugh, 2016).

In another study of Nadiroh (2015) on the civic educational learning through thematic belief in an effort to develop moral intelligence, especially about feeling of respect toward others and empathy for students at first grade of SD Laboratories PGSD FIP UNJ. The ability to develop the reverence as revealed from this reading is visible from their ability in honor to respect orders in the class and school, as: throw away garbage at its place

and not roar in class while learning runs, following flag ceremony, wearing complete hat and necktie in the Monday at time of flag ceremony, and using uniform on schedule.

Middaugh and Kahne (2008) studied the civic development with regards about civic engagement as it influences the local context on high school students' beliefs. It was shown that students who acquired about the tenets of democracy, and whose teachers encouraged them to critique democratic principles in light of daily experiences, showed a deepened perception of their civic or political rights and increased awareness of avenues for action. It was also revealed that teachers can create a civil climate by "conveying messages about social inclusion...and about tolerance and respect for differences of opinions" which are core principles of democracy.

In Singapore, Alviar-Martin et al. (2012) sought to illustrate the ways that daily civic experiences and formal instruction informed student perceptions of civic competence and describe students' insights of civic competence and. It has been showed from the findings that the qualitative analyses of civic competence is both locally created and positioned amid larger contextual influences. Findings also illuminated students' perceived lack of civic competence, particularly, their perceived inability to promote interests within the framework of democratic tenets. The contentions that elements of the formal curriculum, including learning about democratic government and discussing contentious public issues within participatory classroom climates, provide to students' perceptions of democratic agency were supported by this research. To a large extent, Banyan students' perceptions of their limited ability to participate in state governance that they experienced in Social Studies classes as mirrored in the teacher-centered instruction. In these classes, few opportunities were given to the students to air their opinions or examine issues that

were convincing in the public sphere. Instead, the observed discourses in classrooms were directed by factual textbook content that remained uncontested. It was revealed by both teacher-participants that they themselves experienced education that was disproportionately committed to test preparation. In sum, in the Banyan Secondary analysis of formal and informal citizenship curricula forwards an example of how schools with little autonomy, and operating within a public sphere that stifles opportunities for dissent, tend to function as the states' socializing agents. This perceived lack of civic competence can be largely recognized to rigid and hierarchical classroom, school and political structures, and the pragmatic focus of Singapore society.

A case study accomplished by Baildon et al. (2016) which provides a comparative analysis of citizenship education in Singapore and in the Philippines. Through a historical contexts analysis, citizenship education policy and curriculum, it examines National Education in Singapore and Makabayan in the Philippines. It identifies particular curriculum trajectories and policy as responses to national and global imperatives to validate how countries are redefining the kinds of knowledge, skills and values deemed necessary for national citizenship in global contexts. This comparative case study exemplified some of the contradictions and tensions facing citizenship education in new global contexts and different ways were highlighted wherein countries try to manage these tensions through citizenship education policies and curricula. Different factors were pointed in the findings that shape and constrain the application of citizenship education programs in both countries.

Another substantial study performed by Komalasari (2012) in Indonesia on the effect in civic education of contextual learning which have been rooted in degraded

national morality on students' character development is driven by the long, multidimensional crises in Indonesia. The country has needed a regeneration of civic education's role in "value-based education" and "nation and character building" to improve this national moral quality. Therefore, the development from civic education to include contextual learning which is expected to improve students' character. The main research question answered was: What is the effect of contextual learning in civic education on students' character development? Quantitative and qualitative approaches were used in this study with "a dominant-less dominant design". The quantitative approach used surveys and the qualitative approach used interviews to gather data. The population of interest was junior high school students in West Java who had followed Competence-based Integrated Training taught by civic education teachers. The study's findings showed that in civic education, appropriate learning had a strong positive relationship with the junior high school students' character development. Findings from this research, explained that first, in civic education, contextual learning taught student's life skills, including the principles of interdependence, differentiation, and self-regulation; second, contextual learning in civic education encouraged the establishment of democratic learning; third, contextual learning in civic education includes elements of character development; and fourth, in civic education, character education helped students discover and develop local moral values.

Similar to the present study, Komalasari (2009) measurement of students' civic competence in terms of civic knowledge, civic skills and civic disposition were pointed out. According to Komalasari (2009) in civic education, globalization requires to develop civic competence involving civic knowledge, civic skills and civic disposition, which are multidimensional. Orientation of civic education learning to "contextualized multiple

intelligences” concept opened the view of the needs to manage more creative, active participation, meaningful and pleasant learning. The description of the effects of contextual learning on civic education of Junior High School students’ civic competence was aimed by this research. Specifically, this research aimed at finding and examining the influence of the contextual teaching and learning components’ application in civic education involving the concept applications of interrelationship, direct experience, application, cooperation, self-regulation and authentic assessment towards citizenship competence of Junior High School students. Utilizing 1004 high school students from Junior High School in West Java Indonesia wherein both quantitative and qualitative approaches were adapted. As shown in the survey that contextual learning in civic education manipulated positively and significantly provided 26% to the civic competence of Junior High School students. The highest contribution given by cooperation concept (21%) and self-regulating concept (20%) as applied in this study. Contextual teaching and learning in civic education was established in this research that significantly influenced civic competencies; the concepts of cooperation and self-regulation were the important factors of civic competence, because they were in accordance with the socio-cultural values.

The National Association of Secretaries of State (NASS) commissioned a major research study. The designed New Millennium project, help determine the causes of youth voter apathy and government leaders with information about what should be done to help reverse this trend to provide political organizations. The New Millennium study reported among its findings,: Among the top reasons young people cite for not voting are schools that no longer teach the importance of civic participation, parents who do not discuss voting with their children, and a lack of understanding of how the actual process of casting a ballot

works. It was pointed out in the New Millennium study, the failure to teach children the mechanics of democracy and the importance of taking part in the political process by the schools and their parents.

Another substantial research done by Owen (2015) that is parallel to the current study. The contribution of civic education to high school students' acquisition of civic dispositions was positively noted. It has been shown in the results that there was a positive relationship for the six categories of dispositions examined. The scores of the students on indicators of support for the rule of law, political attentiveness, civic duty, community involvement, commitment to government service, the norms of political efficacy and political tolerance increased after taking a civic education class to varying degrees. The civic orientations' development was most obvious for students who took a We the People (WTP) class followed by those who took a traditional civics course with a We the People PD teacher. It was reported that over 80% of WTP students were at least somewhat more oriented to participate in politics as a result of taking the class; it was also indicated that 44% of WTP students were "a lot more" inclined compared to 37% of students in traditional classes taught by WTP PD teachers and 16% of students in the comparison group. There was an improvement in the level of respect for the rule of law after taking a civics class, particularly among students of WTP teachers. The level of students' attentiveness to politics and government was low to moderate prior to taking a civics class, and over the course of the study was increased substantially. The most likely to follow politics, enjoy talking about government and politics, and critically consume political news were the WTP students. The more inclined significantly to anticipate that they would vote in presidential elections, vote in local elections, and serve on a jury than students in the

comparison group were the WTP PD teachers and students. In the students' perception of their duty to serve in the military, civic education had minor impact on it.

Synthesis

In 2012, the Department of Education of the Philippines committed itself in achieving its Education for All (EFA) goals, which they see as a crucial part in the development of the Filipino people, and its contribution to the overall social and economic progress of the country (SEAMEO Innotech, 2012). Likewise, reforms were made in the basic education level to appropriate the 21st century skills in the curriculum. These reforms were necessary as Hanushek (2005) stated, "A more educated society may lead to higher rates of investment, make everybody more productive through the ability to introduce new and better production methods; and lead to introduction of new technologies." The concept of a "return of investment" in education will be effective when students are aware of their civic responsibilities, and, likewise, actively engaged in the society. It has dawned to the educational policy-makers in the Philippines, that, while mastery of content is necessary in the 21st Century, engagement in civic activities is the aspect responsible in the contribution of economic development and growth.

It is in this light that the role of Social Studies in the curriculum is crucial in developing civic competency. While other learning areas can integrate civic competency, social studies is the primary course that is overtly discussing "how to be a good citizen." As such, there is a need to map how competency in civics is being treated in the social studies curriculum. The current K to12 curriculum showcases a plethora of standards that measures students' success in learning. The question now is how often does civic

competency can be seen in these standards? In this paper, we begin our discussion on what civics and civic competency is. It will be followed by a brief narration of the K-12 Basic Education in the Philippines, focusing on the Social Studies learning area. Social Studies curriculum was based on a spiral progression of topics, and expanding the horizon of students' learning. We argue that despite the history-heavy arrangement of topics in the secondary social studies, civic competency must still be present as a content or performance standard.

The literature review presented in this chapter indicates that numerous studies have been conducted on the influence of civic education on students' civic competencies in foreign educational setting. However, different measures of civic competencies have been used as variables examined in each study.

Moreover, different approaches to civics education have been the focus of several studies. For example, contextual learning approaches were the methods examined by Komalasari (2009, 2012) in the development of students' civic competence. As examined by Boadu (2013) that teachers' perception on the importance of teaching citizenship education to primary school children. Van Camp and Baugh (2016) incorporated pedagogies known to encourage skills related to civic engagement such as class focused on social problems and engaging current events that were relevant to the students and critically explored them using open classroom discussion, debates, and critical reflection. Meanwhile, Middaugh and Kahne (2008) examined the civic development of students where teachers encouraged students to critique democratic principles in light of daily experiences, and showed that students had a deepened understanding of their civic or political rights and increased awareness of avenues for action.

Empirical research contained in this chapter has recognized a relationship between the acquisition of civic knowledge, civic skills and civic disposition through a variety of civic educational experiences. Likewise, strong association exists between civic educational experiences and development of civic competencies of students. Civic educational experiences, in particular, can convey major knowledge of democratic principles, the structure and function of government, and political processes as well as current issues and events (Adebayo & Simba, 2014; Owen et al., 2011; Owen, 2015a; Owen & Riddle, 2015).

When we refer to competence, it is often associated with various skills that is required to accomplish certain task. It refers to a complex combination of knowledge, skills, understanding, values, attitudes and desire that will eventually lead to an effective, embodies human action in the world, particularly, in a domain (Hoskins & Crick, 2008). One's successor achievement does not only account for the skills and knowledge he or she has. Attitudes, desires, motivation, and its application to a particular setting are also involved in success. As such, we can say that competence implies a sense of agency, action, and value (Hoskins & Crick, 2008). In education, acquisition of knowledge is the primordial task. It is the goal of every school that students acquire certain cognitive skills and understandings that was often evaluated and assessed through objective outcomes. Moreover, Kincheloe and Steinberg (1998) commented on the ways schools have continued to impart facts alone to students that "such teaching fits seamlessly into the dominant epistemology of western science that has fragmented the world to the point that many people are blinded to particular forms of human experience. "Students, as they argued, lack the capacity to make connections of their actions, knowledge, and

surroundings. Schools do not emphasize qualities, relationships or context. As such, the concept of competence provides a holistic way of identifying the educational outcomes that are consistent with that way our society needs its people. Having “competence” integrates whatever academic skill and values that a learner possesses and use it accordingly in a particular context. Using the concept of competence in this light, civic competence can be, therefore, described as the complex mix of the sum of the different learning outcomes which are necessary for an individual to become an active citizen. Civic competence is the combination of all the knowledge, s kills, attitudes, and values, which enable people to achieve an organized civil society. Engagement happens indifferent levels of human social interaction such as the school, community, working place, and even recreational activities. Therefore, the teaching and learning of civics is a complex process that does not rely on knowledge alone. The ability to engage effectively with others in the public domain and to express solidarity and interest in solving societal problems involves critical and creative reflection. These set of skills are part of what we call “civic responsibility,” and in order to fulfill this responsibility, we should have certain competencies. Civic responsibility on the other hand is define as active participation in the public life of a community in an informed, committed and constructive manner with a focus on the common good.

However, this chapter illustrates a limited scholarship specific to the contribution of civic educational experiences on civic competencies of students particularly in the local setting and among primary school children, and their relation to civic knowledge, skills and disposition. This study aims to bridge this research gap by examining grade six pupils exposure to civic educational experiences and how these contributes to their acquisition of civic competence.

Overall, the review of literature offers the conceptual basis for understanding the impact of various civic educational experiences on the development of students' civic competencies. These serve as the foundation for the development of research questions, hypotheses and questionnaire for this study.

Theoretical or Conceptual Framework

Schools play an essential role in the civic education of children. It has been perceived by Yusuf (2005) that civic education as a crucial instrument by which to impart value orientation in school. Children can be exposed in unfamiliar social problems in school. Torney-Purta and Vermeer (2004) also acknowledged the growing importance of civic education along with the recent developments in upholding democracy among all nations in the world. Currently, many communities around the globe are undertaking major transformations in schools and the curricula in order to foster and promote the civic competencies of students.

Additionally, Torney- Purta and Vermeer (2004) supported that schools have vital part in improving the academic abilities of children. These schools can also facilitate and support learners in many ways such as in the understanding and development of humanity and in nurturing their responsibility to political and civic engagements. Consequently, the schools can assist in raising the civic knowledge, skills and disposition of the young people. This course through which schools undertake is related to citizenship or civic education wherein children are nurtured to develop the sense of social and civic responsibilities as well as replicate and uphold the national patriotic pride (Osborne, 1998 in Wright, 2003).

It has been recognized by Hess and Torney (in Paletz et al., 2012) that the school more than the family as the most powerful instrument of political socialization among young people. They argued that the school has the influence to inspire through formal completed classroom instruction the political learning of the students. This can be done through numerous educational activities in civics and history classes, the implementation of ceremonies and rituals such as the flag raising and salute, and other co-curricular activities. Other countries, on the other hand, can shape the whole school curriculum and even brainwash the children with different slogans and catch phrases, censor their textbooks and library materials, and subject the teachers to loyalty assessments (Paletz et al., 2012) which could hinder political and democratic learning.

Anchored in this study, are the two prominent theories, “the social change theory” and the “political socialization theory”. The first theory that influences this study is on the view point of civic development founded on “social change theory”. The social change theory perceives education as a significant factor in affecting societies by socializing people. This theory was introduced to describe schoolchildren wherein schools are said to offer few chances for children in civic engagement (Flanagan & Christens, 2011). In this social change theory, the problem identified as related to education is teaching young children on the demand to resolve social issues. Thus, it has been proposed by Ostrander (2004), that educational institutions like schools, colleges, and universities must develop their teaching programs towards learner-centered programs to encourage social change and support children’s civic engagement.

Therefore, the substantial role of education as a tool or an agent to advocate social change and social development is increasingly recognized today. If the prevailing social

system or network of social institutions fails to meet the existing human needs and when new materials advise better ways of meeting human needs, education can be a vital instrument to these social changes through changing the perspectives and attitudes of individuals. The contemporary academic institutions do not give much do not place much importance in spreading the way to live among the students. However, the modern education's purpose is not only to convey knowledge focusing on teaching and learning specific skills to students but also to impart the knowledge of good judgment and wisdom and impart rather less tangible but more reflective (Patil, 2012).

Another theory that forms the basis for this study is the “political socialization theory” (Greenburg, 2009). According to Greenburg (2009) political socialization is a specific kind of political learning wherein individuals develop the attitudes, values, beliefs, opinions, and behaviors that are constructive to becoming decent citizens of their country. It professed that socialization is primarily a one-way process through which young generation gain an understanding of the political societies via their relationship and interaction with the media and adults. This also includes the ways and means by which young people formulate their ideas about politics (Paletz et al., 2012).

Gimpel et al., 2003 (cited in Ahrari et al., 2014) notion of political socialization is the course that contributes to sustaining the political system by which students are invested into political principles, knowledge, values, and attitudes. The authors asserted that education plays an important role in learners' first political socialization. Learning topics about the history of the nation and the government as well as social studies courses impart teachings on how politics and government operate in the country. Students may learn through education about important Filipino values, freedom, equality, nationality,

patriotism and liberty in various subjects in school. In higher level of schooling or education, students may even be subjected to essential political events and can be supported to form their own opinions about political issues and event. Civic educational experiences, like political debates, class elections and participation in student government can also help students form opinions about the equality of the political process.

Conceptual Framework of the Study

To illustrate the framework of this study, Figure 1 shows the progress of civic competencies from the civic educational experiences based on three elements: civic knowledge, civic skills, and civic disposition of the Grade Six pupils. The ultimate goal of this research was the development of civic competencies of Grade Six pupils.

Figure 1

Conceptual Framework of the Study



Figure 1 also shows the perceived contribution of civic educational experiences based on three elements: civic knowledge, civic skills, and civic disposition of the Grade Six pupils. The ultimate goal of this research was the development of civic competencies of Grade Six pupils.

Thus, as determined in this study, the relationship between respondents' level of civic educational experiences and the perceived contribution of civic educational experiences in the development of civic competencies of learners. In other words, this examined some civic educational experiences offered or provided in school setting that may positively promote the development of civic competencies of learners. The civic competencies of learners are based on three elements, namely: civic knowledge, civic skills, and civic disposition.

First, civic knowledge refers to learners' understanding of the functions of the political systems and of their own political civic rights and responsibilities such as: to vote and run for public office, the right to freedom of expression and the responsibilities to respect the rule of law and the rights and interests of others. It has been further explained by Jurs (2014) that civic knowledge encompasses the basics of democracy, human rights, responsibilities, political participation, the history and traditions of one's state through the context of the history of the world, by using critical and analytical thinking. On the other hand, Youniss (2011) explained that individuals having greater civic knowledge tend to be supportive of democratic values, such as liberty, equality, and political tolerance.

Second, civics skills refer to learners' ability to scrutinize, evaluate, take and defend positions on public and social issues, and to use their knowledge to participate in civic and political processes. Civil skills also comprises skills of civic participation, skills of seeing

oneself as a part of a community locally regionally, nationally, internationally skills in decision-making, teamwork and communication with people that are closely related (Jurs, 2014).

Finally, civic disposition refers to the learners' traits essential for a democracy like public spiritedness, civility, critical mindedness tolerance, and willingness to listen, negotiate and compromise. It is likewise emphasized by Owen (2015) that civic dispositions are traits that are necessary for democratic character development and the conservation of constitutional democracy. Proposed in this study that the civic educational experiences should provide the learners' with the development of the capacities that support democratic citizenship.

Research Problems

The main purpose of the study was to determine the relationship between civic educational experiences and perceived contribution of civic educational experiences in the development of civic competencies of the grade six pupils in the Municipality of Indang.

Specifically, this sought to answer to the following research problems:

1. What is the level of civic educational experiences of grade six pupils in school?
2. To what extent are the civic educational experiences contributed in the development of civic competencies of grade six pupils in terms of:
 - a. Civic knowledge,
 - b. Civic skills, and
 - c. Civic disposition?

3. Is there a significant correlation between the level of civic educational experiences of grade six pupils and the perceived contribution of civic educational experiences in the development of civic knowledge, civic skills, and civic disposition?

Hypotheses

The following hypotheses were put forth to guide the study:

1. The Grade Six pupils' level of civic educational experiences in school is correlated to the perceived contribution of civic educational experiences in the development of their civic knowledge.
2. The Grade Six pupils' level of civic educational experiences in school is correlated to the perceived contribution of civic educational experiences in the development of their civic skills.
3. The Grade Six pupils' level of civic educational experiences in school is correlated to the perceived contribution of civic educational experiences in the development of their civic disposition.

Definition of Terms

For the purposes of readers to have a common perception of terms that are used in this study, the following word or phrases are defined conceptually and/or operationally based on how these terms are used in this study:

Civic competencies. This refers to the multifaceted arrangement of the entirety of the different learning outcomes which are essential for an individual to become a dynamic citizen. This combines the knowledge, skills, attitudes and values which enable individuals to act successfully in political society, embody democracy in their daily life centered on democratic values (Hoskins & Crick, 2008). The National Standards for Civics and Government (Center for Civic Education, cited in Komalasari, 2009) formulated the principal components of civic education that are the purpose of civic education involving civic knowledge, civic skills and civic disposition. In this study, civic competencies are the knowledge, skills and disposition that the Grade Six pupils should learn from being exposed to different civic educational experiences incorporated in the learning competencies of the K to 12 Curriculum Guide of Araling Panlipunan 6.

Civic educational experiences. According to Owen et al. (2011), Civic Education's school-based programs and learning activities that intend to progress civic education of students by going past the standard lecture and textbook instructional methods have been employed. The current approaches of civic instruction in schools not only tolerate students to learn about the constitutional and historical foundations of the government and democracy, organization and functions of the political system and the requisites for citizenship, but also permit students to become aware of the skills needed for significant political and civic participation not only acquired through standard textbook and lecture instructional approach. For this study, these are different types of curriculum approaches and learning activities to civic education in the promotion of civic competence of grade six pupils based on three elements, namely: civic knowledge, civic skills, and civic disposition. These aim to support young people and adults with the necessary knowledge and skills for

participation in social and political life. Some of the styles and activities may include: taking part in school government, simulations of democratic processes such as role playing like mock elections; community-based activities, meeting with community leaders, conduct of interviews or oral histories, participation in field trips to local or government institutions and historical sites; reading and analyzing political articles, discussion of social issues and current events in the classroom; discussion of the citizens' role in a democracy, etc.

Civic knowledge. Civic Education provided evidences, ideas, generalizations and philosophies developed from politics, law and civic disciplines. The Center for Civic Education identified eight fundamental elements of CE such as: (1) rights and responsibility, (2) democracy and autocracy, (3) individual and community, (4) equality and diversity, (5) cooperation and conflict, (6) freedom and order, (7) justice, the rule of law, rules, laws and human rights, and (8) power and authority (Center for Civic Education, n.d.). For this study, civic knowledge refers to learners' comprehension of the working of the political systems and of their own political civic rights and responsibilities such as: the right to freedom of expression and to vote and run for public office, and the responsibilities to respect the rule of law and the rights and interests of others.

Civic skills. The civic skills as explained by Komalasari (2009), wherein the element is warranted so that young people will be able to use their knowledge and skills in participating effectively in community. It is the intention to strengthen the cognizance of young people to enhance the skills and develop their understanding on the significance of active involvement in the community amongst its citizens from the gained experiences of getting to participate in the community. For this study, civic skills refer to learners' ability

to scrutinize, evaluate, take and defend positions on public and social issues, and to use their knowledge to participate in civic and political processes. Participating actively in the community necessitates knowledge about fundamental concepts of citizenship, history, social issues and actual events and facts related to elements and skills in order to apply the knowledge and take appropriate actions applicable in possessing the disposition of the citizens.

Civic disposition. The definition of civic dispositions by the Campaign for the Civic Mission of Schools (2011) as a concern for others, fairness, reasonable levels of trust, and a sense of public duty. People who show a strong democratic temperament are willing to compromise personal interests for the greater good (Stambler, 2011). They embrace their democratic rights, responsibilities, and duties in a responsible, tolerant, and civil manner. They have the confidence to engage in civic affairs and to participate actively in political life. Civic dispositions were described as “habits of the heart” by Alexis de Tocqueville in 1835, and are elements of civic culture and civic virtue (Peterson, 2011). For this study, civic disposition refers to the pupils’ viewpoint and behaviors necessary for a democracy. Such traits include critical mindedness tolerance, public spiritedness, civility and willingness to listen, negotiate and compromise.

CHAPTER 2

METHODS

This section provides details about the participants, the particular procedures pursued in gathering data along with the planning, construction, validation and administration of the instruments for data collection. Furthermore, this chapter also organizes information about the statistical treatments that were utilized in the analysis of data.

Research Design

This study employed a descriptive research design utilizing quantitative method to conduct the study. According to Lomax (2007), descriptive research describes the phenomena being studied. Data are collected and descriptive statistics are then used to analyze such data. In descriptive study, there is no direct manipulation of environment, nor was there any direct control over participants' responses to survey items (McMillan & Schumacher, 2006).

According to Creswell (2009), a quantitative approach is context free and the purpose is to develop generalization, relying heavily upon statistical results represented with numbers and is done to determine relationships, effects, and causes. Additionally, Creswell (2009) describes quantitative research as a method for testing objective theories by examining the relationship among variables. These variables can be measured on instruments so that numbered data can be analyzed using statistical procedures. As the intent of this study was to establish the correlation between the level of civic educational

experiences and contribution of civic education in developing civic competencies of the respondents, the descriptive research design is the best for the study.

Research Site

The Municipality of Indang, is one of the Districts under the Department of Education - Division of Cavite Province. There were 27 public elementary schools located in the different barangays of Indang. Twenty-six of these public elementary schools have students from Kindergarten through Grade Six while one school only offered Grade One to Grade Two for School Year (SY) 2016-2017.

Out of the 26 public elementary schools, six were randomly selected as the locale of the study. Simple random sampling was utilized in selecting the six public elementary schools that were covered. This means that the 26 schools were sampled by a random process, using a random number table, so that each school has the same probability of being selected for the sample. The six randomly selected schools that were chosen for this study include: 1) Agus-os Elementary Schools, 2) Banaba Cerca Elementary School, 3) Buna Cerca Elementary School, 4) Calumpang Lejos Elementary School, 5) Guyam Elementary School, and 6) Mataas na Lupa Elementary School.

Sampling and Participants

The study participants were grade six pupils in six randomly selected public elementary schools in Indang, Cavite enrolled for the SY 2016-2017. The list of grade six pupils in six selected public elementary schools in the Municipality of Indang was obtained from the official records of each school. The researcher requested the list and population

of grade six pupils from each school from their respective school registrar or principal/school heads.

After obtaining the population of grade six pupils from each school, the Slovin's formula was employed to determine the number of participants that were covered in this study at five percent error tolerance. The formula that was used to determine the sample size is: (Chance & Rossman, 2005)

$$n = \frac{N}{1 + Ne^2}$$

where:

N = population

n = sample

e = error tolerance (.05)

After determining the sample size or the number of respondents, stratified sampling technique was employed to determine the number of Grade Six pupils that were covered by school, and by gender. The stratified sampling method was utilized to ensure an equal proportionate representation of the Grade Six pupil population.

The profiles of the respondents covered in this study include age, sex, monthly family income and parental education. Tables 1 to 5 show the profile of the respondents.

Table 1*Distribution of the Respondents according to Age*

Age (in years)	Frequency	Percentage
11	153	52.6
12	94	32.3
13	32	11.0
14	3	1.0
15	7	2.4
16	2	0.7
Total	291	100.0

Table 1 shows that out of the 291 respondents, 52.6 percent or 153 respondents were 11 years old, followed by 32.3 percent or 94 respondents with age of 12 years old, while 11 percent or 32 respondents were 13 years old. Meanwhile, only few of the respondents were 15 years old (2.4%), 14 years old (1%), and 16 years old (0.7%).

Table 2*Distribution of the Respondents according to Sex*

Sex	Frequency	Percentage
Male	162	55.7
Female	129	44.3
Total	291	100.0

Table 2 shows that 55.7 percent or 162 respondents are male, while 129 respondents (44.3%) are female. The gender distribution of the respondents illustrates that there is slightly higher number of male than female Grade Six pupils enrolled in the selected public elementary schools in Indang, Cavite.

Table 3*Distribution of the Respondents according to Monthly Family Income*

Monthly Family Income (in peso)	Frequency	Percentage
5,000 and below	120	41.2
5,001 - 10,000	86	29.6
10,001 – 15,000	31	10.7
15,001 – 20,000	30	10.3
20,001 - 25,000	13	4.5
25,001 and above	8	2.7
No response	3	1.0
Total	291	100.0

The monthly family income of the respondents is shown in Table 3. Out of the total respondents, 120 (41.2%) belonged to the lowest income bracket of Php 5000 and below; 86 respondents (29.6%) belonged to the monthly income bracket of Php 5,001 to Php 10,000; 31 respondents (10.7%) belonged to the monthly income bracket of Php 10,001 to Php 15,000; and 30 respondents belonged to the monthly income bracket of Php 15,001 to Php 20,000. Only few respondents belonged to higher monthly income brackets of Php 20,001 to Php 25,000 (4.5%) and PhP 25,001 and above (2.7%). Data suggest that most of the grade six pupils covered in this study belonged to low income class bracket.

Instruments

The research questions were answered using a survey questionnaire (Appendix D). A structured survey questionnaire was utilized to gather information from the respondents. The questionnaire for civic educational experiences and civic competencies are based from many literature-based scales and previous studies.

The questionnaire is divided into three sections: Section 1 – Respondent Profile; Section 2 – Level of Civic Educational Experiences in School Scale; and Section 3 – Effectiveness of the Civic Educational Experiences in the Development of Civic Competencies of Learners.

Respondent Profile. A brief Profile Questionnaire was used in order to obtain essential demographic information from the participants. The participants were requested to include the following details: school, age, sex, monthly family income and parental education.

Level of Civic Educational Experiences in School Scale. This section is composed of 15 different forms of civic educational experiences that the respondents can be exposed to in their respective schools. Each item was rated by the respondents on a Likert-type scale, with five possible responses to each statement: 1-never, 2-rarely, 3-sometimes, 4-often, and 5-always.

Data that were gathered from the respondents on the level of civic educational experiences were scored and interpreted. The following scale parameter for level of civic educational experiences was used:

<u>Mean Range</u>	<u>Likert Scale</u>	<u>Overall Interpretation</u>
4.50-4.99	Always	Very High
3.50-4.49	Often	High
2.50-3.49	Sometimes	Moderate
1.50-2.49	Rarely	Low
1.00-1.49	Never	Very Low

Contribution of the Civic Educational Experiences in the Development of Civic Competencies of Learners. This section included 30 statements divided into three competencies civic, such as: 1) civic knowledge; 2) civic skills; and 3) civic disposition. Each item was rated by the respondents on a Likert-type scale, with five possible responses to each statement: 1-not effective, 2-fairly effective, 3-effective, 4–highly effective, and 5-very highly effective.

Data that were gathered from the respondents regarding their perception about the effectiveness of civic educational experiences in the development of their civic competencies were scored and interpreted based on means. The following scale parameter was used:

<u>Mean Range</u>	<u>Likert Scale and Overall Interpretation</u>
4.50-4.99	Very Highly Effective
3.50-4.49	Highly Effective
2.50-3.49	Effective
1.50-2.49	Fairly Effective
1.00-1.49	Not Effective

Preparation of the Instrument

The Level of Civic Educational Experiences in School Scale that was utilized in this study is developed based on the literature and studies of Anoll (2009); Adebayo and Zimba (2014); and Owen et al. (2011). The Contribution of the Civic Educational

Experiences in the Development of Civic Competencies of Learners Questionnaire was a modified version of the scale developed by Adebayo and Zimba (2014).

The scale developed by Adebayo and Zimba (2014), which was modified and adapted for this study, is a structured questionnaire that was face and content validated by the authors. A Letter Request to Validate the Survey Questionnaire (Appendix A) was furnished prior to the validation. The original questionnaire that measured the extent to which civic education is effective in the development of civic competency of learners has seven item indicators of civic knowledge, seven items in civic skills, and six items in civic disposition. The modifications were made in the way the sentences were constructed the original version used third-person style in constructing each item while for this study; the researcher opted to revise the sentences to first-person style.

For this study, face and content validity of the survey questionnaire were secured from the panel composed of three district supervisors in the Municipality of Indang, Division of Cavite with expertise in the area the instrument measured. Feedbacks about the layout of the questionnaire and question ambiguity were obtained from the panel of experts. Improvements were made to the questionnaire based on the suggestions and comments of these experts.

The researcher also carried out a pilot study in one public elementary schools in Indang, Cavite, Guyam Munti Elementary School using the 20 respondents. Thereafter, Cronbach α coefficients (Rattray & Jones, 2007) for all scales that were used in the questionnaire was computed by the statistician. An alpha reliability coefficient of 0.829 was obtained from the pilot study. According to Rattray and Jones (2007) Cronbach α greater than 0.7 is considered acceptable for conducting researches.

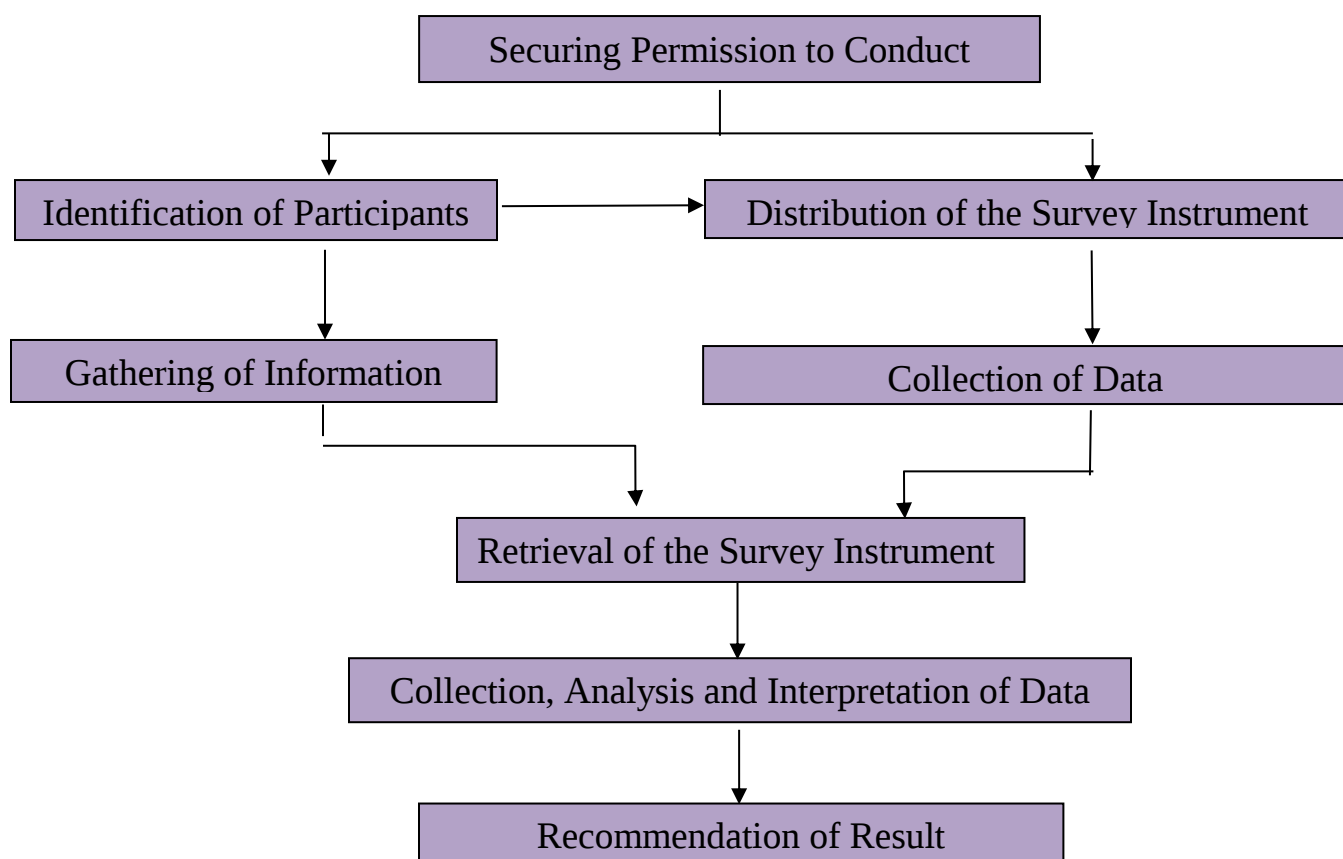
Data Gathering Procedure

Flow Chart below represents an algorithm, work flow or process comprised in the data gathering procedure. The flow chart shows the steps as boxes contained the processes of various kinds, and their order connecting the boxes with arrows. This diagrammatic representation illustrates the procedures incorporated in the data gathering

To illustrate the framework of this study, Figure 2 shows the first step in data gathering comprised gathering information on the population of grade six pupils in six randomly selected public elementary schools in Indang, Cavite. Prior to the collection of data, letter request to conduct the study among Grade Six Pupils were furnished.

Figure 2

Flow Chart of the Data Gathering Procedure



The letter asking permission outlined the purpose of the research, confidentiality and anonymity issues, and the date and time of collection of the data. from the Schools Division The letter request were presented to the Superintendent (Appendix B) and from the Principals of the randomly selected Elementary Schools (Appendix C) that were covered in this study.

The survey method was utilized in this research because a survey is an efficient method to gain numerical data that ideally represents a large population from a smaller sample. A survey design provided a quantitative description of the perceptions of the population by studying a sample of that population (Creswell, 2003). Surveys were conducted among target respondents from December 2016 – February 2017. The respondents from the randomly selected elementary schools answered the provided validated Survey Questionnaire for Grade Six Pupils (Appendix D) from the given period of time. Retrieval of survey instruments was done immediately after the respondents completed them.

Data Analysis

All the retrieved survey questionnaires with sample filled-up (Appendix E) were compiled for the preparation of the data analysis. The pertinent data were collected and recorded based from the answers given by the respondents. The gathered data were sorted and tabulated into frequency distribution and the tables and figures accumulated were analyzed descriptively.

Data from the questionnaire was analyzed by conducting descriptive statistics. The IBM SPSS Statistics v. 23 was used to find the statistical calculations of this study. IBM

SPSS Statistics is a powerful statistical software platform. It offers a user-friendly interface and a robust set of features that lets your organization quickly extract actionable insights from your data. Advanced statistical procedures help ensure high accuracy and quality decision making. All facets of the analytics lifecycle are included, from data preparation and management to analysis and reporting (IBM Statistics).

In order to address Research Questions 1 and 2 frequency count, mean and standard deviation were used. Research Question 3 was addressed using Pearson's correlation coefficient or Pearson Product-Moment Correlation. The relationship between variables was analyzed at the .05 level of significance.

There are two main methods of data analysis used in quantitative research. The Descriptive Statistics is a quantitative method of data analysis is used to describe the basic features of data in a study and provides simple summaries about the measures and sample. It helps researchers understand the details of a sample group, and doesn't aim to make assumptions or predictions about the entire population. Descriptive analysis generally includes the first set of statistics that are covered before moving on to inferential statistics. Some common statistical tests used in descriptive statistics are mean, median, mode, skewness, and standard deviation.

Inferential statistics is different from descriptive statistics as it aims to make inferences about the population, rather than about a specific data set or sample. It, therefore, allows researchers to make assumptions and predictions about an entire population.

There are two main kinds of predictions made using inferential statistics, including predictions about the differences between groups within a population and predictions about the relationships between variables relevant to a population. Some common inferential

methods used in quantitative data analysis are regression analysis, frequency tables, analysis of variance (ANOVA), cross-tabulation, and correlational research.

CHAPTER 3

RESULTS AND DISCUSSION

This chapter presents and analyzes the findings of the study. This discusses the level of civic educational experiences of the respondents, the extent to which the civic educational experiences contributed in the development of civic competencies as perceived by the respondents, and the correlation between the level of civic educational experiences of grade six pupils and the perceived contribution of civic educational experiences in the development of civic competence of the respondents.

Civic engagement is pivotal to the experiences of the pupils. Through engagement in civic activities, people from diverse backgrounds come together to address community problems. Recent studies report declining rates of civic engagement will affect the development of the civic competencies. In particular, young pupils engage less frequently in activities central to democracy, such as voting and influencing legislation as they grow older. This article examines the relationships between civic engagements highlighting the civic educational competencies among students enrolled at the public elementary schools in Indang, Cavite. Findings from this study indicate that increased civic literacy and social empathy correlate to higher rates of civic engagement among university students.

This study examined the relationship between the civic educational experiences to the development of civic competencies such as civic knowledge, civic skills and civic disposition among the pupils included in the study. Specifically, this study sought to explore the contribution of civic educational experiences to the level of civic development among the pupils. The discussion in this chapter was presented according to the research questions raised in this study.

Level of Civic Educational Experiences of Grade Six Pupils in School

The civic educational experiences of grade six pupils are forms of activities in school that provide pupils with the essential knowledge and skills for participation in political and civic life. These activities can shape pupils' attitudes and behaviors aimed at strengthening their civic competencies. Table 5 shows the civic educational experiences of the respondents.

Table 4

Civic Educational Experiences of the Respondents

Civic Educational Experiences	N	Mean	SD	*Interpretation
<i>In school or in class, I was given the opportunity to:</i>				
1. participate in the discussion of current events in class	284	3.90	1.061	Often
2. learn the citizen's role in a democratic society in class	284	4.26	1.041	Often
3. be involve in raising and saluting the flag	290	4.68	0.699	Always
4. be involve in school self-government, or vote in student government	290	4.33	1.043	Often
5. take part in structured debates	291	3.31	1.362	Sometimes
6. participate in mock elections, mock court and the like	291	3.49	1.479	Sometimes
7. present a speech or giving demonstrations	290	3.32	1.413	Sometimes
8. administer interviews or oral histories	290	2.98	1.234	Sometimes
9. investigate or examine political communications such as political articles, editorials, pamphlets, opinion polls, blogs, advertisements etc.	289	3.36	1.499	Sometimes
10. take part in political discussions (e.g. death penalty, abortion, human rights, rights and duties of citizens, patriotism, respect for national history, culture, RH bill, etc.)	291	3.29	1.438	Sometimes
11. meet with government/local officials or community leaders	291	3.33	1.263	Sometimes
12. participate in field trips to a local or government institution, or historical site	291	3.50	1.224	Sometimes

13. get involve in fundraising for social problem, political issue or cause	291	3.46	1.243	Sometimes
14. join in socially useful activities and/or voluntary community work	291	4.38	0.941	Often
15. perform volunteering work for the community	291	3.65	1.308	Often
Overall Mean	291	3.68	0.636	High

To interpret the results, the following mean range scores served as guide in identifying the interpretation of the civic educational experiences of the respondents:

Mean Range	Overall Interpretation
4.50-4.99	Always / Very High
3.50-4.49	Often / High
2.50-3.49	Sometimes / Moderate
1.50-2.49	Rarely / Low
1.00-1.49	Never / Very Low

The table above shows that among the 15 civic educational experiences of the respondents, involvement in flag ceremonies (raising and saluting the flag) was “always” performed by the respondents having the highest mean of 4.68. Ranked second was joining in socially useful activities and/or voluntary community work which is “often” done by the respondents with mean of 4.38. Rank third was involvement in school government or voting in student government which is also “often” performed by the respondents having a mean of 4.33. Ranked fourth was learning the citizen’s role in a democratic society in class ($\bar{x} = 4.26$) which is “often” performed by the respondents in school. Ranked fifth and sixth educational experiences which are also “often” done by the respondents in school are participating in the discussion of current events in class ($\bar{x} = 3.90$), and performs volunteering work for the community ($\bar{x} = 3.65$), respectively.

Meanwhile, there were nine civic educational activities that are only “sometimes” performed in school by the respondents. These include the following: 1) participation in field trips to a local or government institution, or historical site ($\bar{x} = 3.50$); 2) membership and involvement in Girl Scout / Boy Scout ($\bar{x} = 3.49$); 3) getting involve in fundraising for social problem, political issue or cause ($\bar{x} = 3.46$); 4) investigating or examining political communications such as political articles, editorials, pamphlets, opinion polls, blogs, advertisements etc. ($\bar{x} = 3.36$); 5) meeting with government/local officials or community leaders ($\bar{x} = 3.33$); 6) presenting a speech or giving presentations ($\bar{x} = 3.32$); 7) taking part in structured debates ($\bar{x} = 3.31$); 8) taking part in political discussion ($\bar{x} = 3.29$); and 9) administering oral history interviews ($\bar{x} = 2.98$).

As a whole, the result reveal that grade six pupils in selected public elementary schools in Indang, Cavite are exposed to “high” civic educational experiences in school as evidenced by the overall mean of 3.68. The most frequently performed civic educational activity by Grade Six pupils is their participation in flag ceremonies. However, the civic educational activities that are least experienced by Grade Six pupils in their respective schools involve partaking in structured debates, membership in political discussion, and administer of oral history interviews. Therefore, these mentioned activities should be provided in schools more frequently.

This coincides with Nadiroh’s (2015) study on the civic educational learning in an effort to advance moral intelligence, particularly in feeling respect toward others and empathy for students. The authors revealed that the capacity to promote the respect is evident from the participating students’ capacity to abide, honor and respect policies and orders inside the class and the school like keeping quiet in class, proper ways of garbage

disposal and regular participation in flag ceremony, wearing of complete uniform and using the appropriate uniforms on schedule. For this study, participation in flag raising ceremony is seen as the foremost civic educational activity experienced by grade six students in school.

In addition, Van Camp and Baugh (2016) emphasized that incorporating pedagogies in the classroom known to encourage skills connected to civic engagement can essentially improve students' civic knowledge and involvement as well as skills and attributes associated with civic engagement. Some pedagogical methodologies that can be done in class are focusing on social problems and engaging current events that are significant to the students and critically exploring them using open classroom discussion, debates, and critical reflection. Students can acquire experience by critically examining issues, debating positions, and forming arguments.

Moreover, studies of Cress et al. (2010), and Gallini and Moely (2003) also found that community-based learning experiences have positive influence on students' academic and civic development.

Extent to which the Civic Educational Experiences Contributed in the Development of Civic Competencies of Grade Six Pupils

The effectiveness of civic educational experiences in the development of civic knowledge of the respondents is measured using seven indicators as shown in Table 5. Civic knowledge in this study is one of the three components of civic competencies. It is related with the content or what pupils ought to know in understanding of how the political

system in a country works as well as the pupils 'own political civic responsibilities and rights.

As shown in Table 5, the main contribution of the civic educational experiences in the development of civic knowledge of the respondents is that “it molds them to be a responsible pupil who respects the law as well as the rights and interests of others”, which is rated by the respondents as “very highly effective” with mean of 4.52. Ranked second is that “it assists the pupils in recognizing and understanding their rights specifically the right to vote, freedom of speech and right to due process”, which is evaluated as “highly effective” by the respondents with mean of 4.37. Ranked third is that “it helps the pupil to become aware on the functions concerning the governance of the country”, which is also evaluated as “highly effective” by the respondents with mean of 4.27.

Table 5

Perceived Contribution of the Civic Educational Experiences in the Development of Civic Knowledge of the Respondents

Indicator	N	Mean	SD	*Interpretation
1. My educational experience in school allows me to appreciate how our government is managed and how the political system in this country works.	291	4.14	0.735	HE
2. My educational experience assists me in recognizing and understanding my rights specifically the right to vote, freedom of speech and right to due process	291	4.37	0.793	HE
3. My educational experience molds me to be a responsible pupil who respects the law as well as the rights and interests of others.	291	4.52	0.744	VHE
4. My educational experience enhances my understanding about civic principles (rights, freedom of expression) which are taught to us in school.	291	4.13	0.912	HE
5. My educational experience helps me understand the structure of our	291	4.12	0.947	HE

government and how this country is governed.				
6. My educational experience helps me become aware on the functions concerning the governance of the country.	291	4.27	0.765	HE
7. My civic educational experience assists me in understanding the processes involved in managing the country.	288	3.90	1.012	HE
Overall Mean		4.21	0.548	HE

To interpret the results, the following mean range scores served as guide in identifying the interpretation of the perceived effectiveness of the civic educational experiences in the development of civic knowledge of the respondents:

Mean Range	Overall Interpretation
4.50-4.99	Always / Very High
3.50-4.49	Often / High
2.50-3.49	Sometimes / Moderate
1.50-2.49	Rarely / Low
1.00-1.49	Never / Very Low

The remaining four indicators of effectiveness of civic educational experiences in developing the civic knowledge of the respondents were likewise assessed as “highly effective” with mean scores ranging from 3.90 to 4.14. These include: 1) it allows the pupils to appreciate how the government is managed and how the political system in this country works ($\bar{x} = 4.14$); 2) it enhances the pupils’ understanding about civic principles (rights, freedom of expression) which are taught to them in school ($\bar{x} = 4.13$); 3) it help the pupils understand the structure of our government and how the country is governed ($\bar{x} = 4.12$);

and 4) it assists them learning in understanding the processes involved in managing the country($\bar{x} = 3.90$).

Overall, it was discovered that the civic educational experiences of the respondents in school was “highly effective” in developing the civic knowledge of grade six pupils as supported by an overall mean of 4.21. This means that the civic educational experiences offered in selected public elementary schools in Indang, Cavite have the potential to enhance the civic knowledge of grade six pupils.

This is in line with the findings of Adebayo and Zimba (2014) who revealed that both teacher-respondents and pupil-respondents regarded civic education as highly effective in the development of the civic competency of the learners in terms of civic knowledge, civic skills and civic disposition. It was concluded that the civic education offered in schools located in Chipata District in Zambia had significant impact in the political development of their learners.

Moreover, this also agrees with the findings of Van Camp and Baugh (2016) on whether a psychology class incorporating pedagogies known to encourage skills related to civic engagement can essentially improve students’ civic knowledge and engagement as well as skills and attributes associated with civic engagement. Evidence suggests that a course provided by the psychology department focusing on current events provides an opportunity to involve students with political and civic issues and develop the knowledge, skills, and attributes of students that allow them to be engaged and active citizens.

Contribution of Civic Educational Experiences in the Development of Civic Skills of the Respondents

Another component of civic competencies that was measure in this study is the civic skills. In this study, civic skills refer to pupil's capability to scrutinize, appraise, support and defend their positions about public and social issues, and to use their own civic knowledge to participate in public and civic processes. Table 6 summarizes the perceived effectiveness of the civic educational experiences in the development of the civil skills of the respondents.

Table 6

Perceived Contribution of the Civic Educational Experiences in the Development of Civic Skills of the Respondents

Indicator	N	Mean	SD	*Interpretation
1. My educational experience helps me learn the skill of taking part in an electoral process.	290	3.89	1.362	HE
2. My educational experience enhances my skill in exchanging opinions and ideas about civic matters in a meaningful way.	290	4.16	0.888	HE
3. My civic educational experience empowers me to take part effectually and actively				
a. In class	253	4.61	0.637	VHE
b. In the school	253	4.43	0.745	HE
c. In the community	244	4.32	0.729	HE
4. My educational experience advances my ability in discussing and exchanging opinions.	291	3.85	1.025	HE
5. My educational experience allows me to give importance on respecting rights of others.	291	4.69	0.559	VHE
6. My educational experience develops my skill of conveying my freedom of speech.	290	4.10	0.870	HE

7. My educational experience cultivates my skill in making an informed choice and in acting in a responsible manner.	288	4.43	0.714	HE
Overall Mean		4.32	0.425	HE

To interpret the results, the following mean range scores served as guide in identifying the interpretation of the perceived effectiveness of the civic educational experiences in the development of civic skills of the respondents:

Mean Range	Overall Interpretation
4.50-4.99	Always / Very High
3.50-4.49	Often / High
2.50-3.49	Sometimes / Moderate
1.50-2.49	Rarely / Low
1.00-1.49	Never / Very Low

The table above shows that the civic educational experiences that promotes the development of civic skills of the respondents with the highest mean of 4.69 was that “it allows the pupils to give importance on respecting rights of others, with equivalent interpretation of “very highly effective”. Ranked second was that “the educational experience empowers pupils to take part effectually and actively in class with a mean of 4.61, also interpreted as “very highly effective. Therefore, these two abovementioned indicators are the major influence of the civic educational experiences of the respondents in school in the development of their civic skills.

The remaining indicators of effectiveness of civic educational experiences in developing the civic skills of the respondents were all assessed as “highly effective” with mean scores ranging from 3.85 to 4.43. These include: 1) it empowers the pupils to take

part effectively and actively in the school ($\bar{x} = 4.43$) and in the community ($\bar{x} = 4.32$); 2) it cultivates their skill in making an informed choice and in acting in a responsible manner ($\bar{x} = 4.43$); 3) it enhances their skill in exchanging opinions and ideas about civic matters in a meaningful way ($\bar{x} = 4.16$); 4) it develops their skill of conveying their freedom of speech ($\bar{x} = 4.10$); 5) it helps them learn the skill of taking part in an electoral process ($\bar{x} = 3.89$); and 6) it advances their ability in discussing and exchanging opinions. ($\bar{x} = 3.85$).

The overall mean of 4.32 suggests that the civic educational experiences of the grade six pupils in school was “highly effective” in developing their civic skills. This further implies that the civic educational experiences offered in selected public elementary schools in Indang, Cavite have improved the civic skills of grade six pupils.

In line with the results, Van Camp and Baugh (2016) it has been established that incorporating pedagogies in the classroom known to support skills related to civic engagement can significantly improve students’ civic knowledge and involvement as well as skills and attributes associated with civic engagement. The pedagogical approaches utilized in the class focused on social problems and engaging current events that were significant to the students and critically explored them utilizing open classroom discussion, debates, and critical reflection. In their study, students presented improvement in skills pertinent to civic knowledge and involvement, including applied thinking skills, , reconsidering one’s point of view based on information participating in discussion and arguing a point of view.

Similarly, the outcome corresponds with Adebayo and Zimba’s (2014) study which revealed that from the perspectives of both teachers and pupils, the civic educational

experiences of the pupils in school are highly effective in the development of their civic competency.

Contribution of Civic Educational Experiences in the Development of Civic Disposition of the Respondents

The last component of civic competencies that was measured in this study is the civic disposition which refers to the traits of grade six pupils necessary for a democracy. Table 7 presents the perceived effectiveness of the civic educational experiences in the development of the civic disposition of the respondents.

Table 7

Perceived Contribution of the Civic Educational Experiences in the Development of Civic Disposition of the Respondents

Indicator	N	Mean	SD	*Interpretation
1. My educational experience allows me to become independent and take responsibility for my actions.	288	4.18	0.973	HE
2. My educational experience encourages me to be politically responsible.	289	3.87	0.888	HE
3. My educational experience showed me how to respect others' feelings and dignity.	290	4.46	0.735	HE
4. My educational experience allows me to recognize and distinguish whether our country is governed in a democratic or autocratic / dictatorial way.	289	4.08	0.904	HE
5. My educational experience develops my ability to join civic activities thoughtfully and considerately.	291	4.04	0.848	HE
6. My educational experience allows me to nurture my ability to contribute meaningfully in civic affairs.	290	3.91	0.944	HE
Overall Mean		4.09	0.606	HE

To interpret the results, the following mean range scores served as guide in identifying the interpretation of the perceived contribution of the civic educational experiences in the development of civic disposition of the respondents:

Mean Range	Overall Interpretation
4.50-4.99	Always / Very High
3.50-4.49	Often / High
2.50-3.49	Sometimes / Moderate
1.50-2.49	Rarely / Low
1.00-1.49	Never / Very Low

A close examination of Table 7 reveals that all of the six indicators of contribution of the civic educational experiences were perceived by the respondents as “highly effective” in developing their civic disposition with mean scores ranging from 3.87 to 4.46. The highest mean of 4.46 was recorded on the item stating that their educational experience “showed them how to respect others’ feelings and dignity.” This is followed by a mean of 4.18 stating that their civic educational experience “allows them to become independent and take responsibility for their actions”. Ranked third is on the item stating that their civic educational experience “allows them to recognize and distinguish whether the country is governed in a democratic or autocratic / dictatorial way” with mean of 4.08. The remaining indicators were also perceived as “highly effective” in developing the civic disposition of the respondents which include: it develops my ability to join civic activities thoughtfully and considerably ($\bar{x} = 4.04$); it allows them to nurture their ability to contribute

meaningfully in civic affairs ($\bar{x} = 3.91$); and it encourages them to be politically responsible($\bar{x} = 3.87$).

Generally, it was shown that the civic educational experiences of the respondents in school are “highly effective” in developing the civic disposition of grade six pupils as supported by an overall mean of 4.09. This suggests that the civic educational experiences of grade six pupils in selected public elementary schools in Indang, Cavite have enhanced the civic disposition of the pupils.

A study that helps the current findings was done by Owen (2015) who examined the impact of a civic program known as We the People on high school students’ acquisition of civic dispositions. The author found out that civic education positively influences high school students’ achievement of civic dispositions. There was a significant improvement on the students’ civic dispositions after the implementation of the We the People program in their civic education class. Students’ scores on the six measures of civic disposition, namely: support for the rule of law, political attentiveness, civic duty, community engagement, commitment to government service, the norms of political efficacy and political tolerance have substantially increased after the students took the civic education class.

Moreover, Adebayo and Zimba’s (2014) findings is similar to the results of the current study which concluded that civic education is highly effective in the development of pupils civic disposition. It was also revealed that civic education plays an important role in the political development of the learner.

**Relationship between the Level of Civic Educational Experiences of Grade Six Pupils
and the Perceived Contribution of Civic Educational Experiences**

Table 8

Results of Pearson's Product Moment Correlation between the Level of Civic Educational Experiences and the Perceived Effectiveness of Civic Educational Experiences of the Respondents

Variables	Coefficient	P-value	Decision	Interpretation
Civic educational experiences and Civic Knowledge	0.401	0.001	Reject Ho	Significant Positive Correlation
Civic educational experiences and Civic Skills	0.450	0.001	Reject Ho	Significant Positive Correlation
Civic educational experiences and Civic Disposition	0.415	0.001	Reject Ho	Significant Positive Correlation

High significant positive correlation exists between the level of civic educational experiences of the respondents and their perceived effectiveness of civic educational experiences in the development of civic knowledge ($r = 0.401, p = > .001$); civic skills ($r = 0.450, p = > .001$); and civic disposition ($r = 0.415, p = > .001$). All computed Pearson's correlation coefficients are significant at five percent level. Thus, the null hypotheses of no significant correlation between the level of civic educational experiences of the respondents and their perceived effectiveness of civic educational experiences in the development of respondents' civic knowledge, civic skills and civic disposition were rejected.

This coincides with the findings of Adebayo and Zimba (2014) who found out that CE is highly effective in the development of civic competency of learners in Zambia. These authors found out that teachers and pupils regard civic education as highly effective in the

development of learners' civic competency in terms of civic knowledge, civic skills and civic disposition.

Moreover, Owen (2015a, 2015b) in her researches on the influence of We The People program, a civic classroom education, on high school students' acquisition of civic knowledge, civic dispositions and civic skills revealed significant positive relationships of WTP on civic knowledge, dispositions and skills of teachers and students participating on WTP program. Likewise, studies of Eschrich (2010), Owen (2013), and Owen and Riddle (2015) have concluded that civic education allowed students to acquire superior knowledge about vital components of government and politics, and that it encourages greater amounts of political tolerance and involvement amongst students.

CHAPTER 4

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

This chapter presents the summary of findings in the study, the conclusions drawn from the findings and the recommendations offered by the researcher based on the significant findings and conclusions of the study. The findings have provided answers to the Survey Questions of this study which the researcher sought to find out regarding the level of civic educational competencies developed from the civic experiences. After the thorough analysis done in the paper, the researcher provided conclusions that were included in the discussion. And also, based on the findings, the researcher had summarized the recommendations for this study.

Summary of the Study

This study examined the relationship between civic educational experiences and perceived contribution of civic educational experiences in the development of civic competencies of the grade six pupils in the Municipality of Indang. This employed descriptive research design utilizing quantitative methodology to answer the research questions that were raised in this study. The respondents for this study were 291 grade VI pupils from six randomly selected public elementary schools in Indang, Cavite. A survey questionnaire was utilized to gather data from the respondents.

Summary of Results

The study used descriptive research design utilizing quantitative methodology to answer the research questions that were raised in this study. The first research question that was addressed in this study was on the level of civic educational experiences of grade six

pupils in school. It was revealed from the findings that respondents were exposed to “high” civic educational experiences in school. The most frequently performed civic educational activity of the respondents was their involvement in flag ceremonies while the least experienced civic educational activities were partaking in structured debates, membership in political discussion, and administration of oral history interviews.

With regards to the second objective about the extent to which the civic educational experiences contributed in the development of civic competencies of grade six pupils in terms of: civic knowledge, civic skills, and civic disposition, it was revealed that the civic educational experiences of the respondents in school was “highly effective” in developing the civic knowledge of grade six pupils. Similarly, it was also found out that civic educational experiences of the respondents in school was “highly effective” in developing their civic skills and civic dispositions. This means that the civic educational experiences of the respondents in school were “highly effective” in the development of civic competencies of grade six pupils.

The last research objective answered in this study was the correlation between the level of civic educational experiences of grade six pupils and the perceived contribution of civic educational experiences in the development of civic knowledge, skills, and disposition. The findings showed a high significant positive correlation exists between the level of civic educational experiences of the respondents and their perceived contribution of civic educational experiences in the development of civic competencies. All computed Pearson’s correlation coefficients were significant at five percent level. This means that pupils regarded civic education as highly effective in the development of their civic competencies in terms of civic knowledge, civic skills and civic disposition.

Limitations of the Study

The scope of this investigation focused on the impact of civic educational experiences on the development of civic competencies of grade six pupils in selected public elementary schools in Indang, Cavite. This study focused on the level of educational competencies of the pupils from their civic educational experiences. This study is interested on how the pupils perceived the implementation of civic education on the lessons. This research study is limited or focused only on the Grade Six Pupils of selected Elementary Schools in the Municipality of Indang. Nonetheless, further researchers may use another setting to check the consistency of result. The other factors that would persuade the benefits or disadvantages of civic education were not included in this study. However, this may be included in the researchers' recommendation. In addition, the study is only limited to school year (SY) 2016-2017, as this year is the approved conduct of the study.

The study areas covered six randomly selected Public Elementary Schools located in the Municipality of Indang, Cavite. The participants in this study were specific to Grade Six Pupils enrolled in six randomly selected Public Elementary Schools in the Municipality of Indang that were categorized according to size as to small, medium, and big schools for school year (SY) 2016-2017. The researcher selected the Grade Six Pupils among the elementary school children for the reason that the civic competencies were incorporated in the Learning Competencies in the K to 12 Curriculum Guide of Araling Panlipunan 6. Another consideration, was the Grade Six Pupils to served as the role models to lower grade level pupils exhibiting civic competencies which include content knowledge of history, government, and foundations of democracy, civic intellectual skills such as critical thinking, civic engagement skills including the ability to dialogue respectfully, and civic

dispositions, such as tolerance and a concern for the common good. And also, to determine the extent of the development of their civic competencies before reaching Junior High School (JHS) and facing the community to a wider perspective.

There were some delimitations of this study. First, this study primarily focused only on the perception of grade six pupils from selected public elementary schools in the Municipality of Indang; the perception of pupils from other grade levels were not measured in this study. Secondly, this study was delimited in the context of civic educational experiences offered in the school setting. Other civic educational experiences of pupils from outside school such as home and community were not considered in this study.

Conclusions

Based on the significant findings of the study, the conclusions were drawn and represented. The civic educational experiences in public elementary schools are limited and inconsistently provided to Grade Six pupils with participation in flag ceremony as the only consistent civic activity offered to pupils in school. The civic classes in public elementary schools in Indang often conducted a class using standard lecture/textbook approaches. The findings signify that there were limited and inconsistent provisions of civic educational experiences to Grade Six pupils. There were specific civic activities that were being experienced by the pupils such administration of oral history interviews, membership in political discussions, taking part in structured debates, presenting a speech or giving presentations, meeting with government/local officials or community leaders, examining political communications such as political articles, editorials, pamphlets, opinion polls, blogs, advertisements, among others, getting involve in a fundraising for

social problem, political issue or cause; membership and involvement in Girl Scout / Boy Scout; and participation in field trips to a local or government institution, or historical site.

This study establishes that the civic educational experiences of Grade Six pupils have the potential to positively promote the students' acquisition of civic competencies. The civic activities offered in public elementary schools in Indang, Cavite is especially successful in imparting civic knowledge, and in enhancing the civic skills and civic disposition of Grade Six pupils.

The findings show a high positive relationship for the three components of civic competencies examined indicating that the civic educational experiences offered to grade six pupils in school are highly effective in developing their civic competencies. Thus, civic education contributes positively to grade six pupils' acquisition of civic competencies.

Overall, the present study concludes that high quality civic educational experiences can have a substantial positive impact on grade six pupils' development of civic competencies that are conducive to good citizenship.

Recommendations

Appreciating how children in primary school level learn civic education through their experiences in school will establish the basis in enhancing the civic competencies of schoolchildren. Children should be exposed early on to citizenship education through numerous educational experiences. With civic education becoming part of the Basic Education curriculum through the new K to 12 Program, it is crucial in a study that will gauge primary pupils' views on civic education is very essential because today's children

are tomorrow's leaders. Specifically, the findings of this study would be significant to the following:

The School Administrators. The results of this study may help as a guide to elementary school administrators in implementing curriculum approaches and learning activities in civic education that would support civic competencies of elementary school children. Through this study, recommendations are prepared that could be used for effective and enhanced educational experiences in teaching civic education that would improve or develop pupils' civic competencies.

The Teachers. The outcome of this study may provide vital changes in their way of teaching. Likewise, the result of this study may function as a catalyst of change and innovation for the teacher to incorporate the technique and attributes of civic education learning in the classroom.

The Elementary Pupils. The findings of this study may inspire young children through civic educational experiences in school to be supportive of democratic values, to be actively involved in social issues, respect others, and learn to participate in civic and political processes.

Researchers. This study may support further research on several civic educational experiences that would promote civic education competencies of students. It may also aid them to determine which areas of learning need differentiated strategies to cater the demands of the learners.

The following recommendations are suggested in the light of the major findings and conclusions of this study:

To The School Administrators. It is recommended to school administrators to offer all pupils with educational experiences that can provide opportunities for pupils to acquire and/or put their civic knowledge, skills, and dispositions into use through participation in civic and democratic situations both within and outside the school. Although elementary pupils are considered young to be involved in many democratic processes in the community, school-based organizations and civic educational experiences can offer meaningful preparation for them to be an active participant of a democratic society.

To The Teachers. Teachers particularly in public schools should expose their pupils consistently and significantly to a variety of civic educational experiences in school. The educational experiences provided to pupils should not be limited only to raising flags, involvement in socially useful activities and/or voluntary community work, taking part in school self-government, or voting in student government, or discussion of current events. These civic educational experiences should teach pupils with background in Philippine government institutions and processes and teach intermediate pupils how to politically participate. Teachers could also utilize pedagogies that promote civic competencies of pupils such as: use of service-learning to promote a positive climate in cultivating development of the civic knowledge, skills and dispositions; include classroom discussion regarding current issues and events in the local, national, and international, particularly those that young pupils view as important to their lives. Moreover, it is suggested that teachers provide an open classroom climate that enhances the development of civic competencies where pupils can discuss, exchange, air their opinions, debate political issues confronting their communities and society.

To Elementary Pupils. Pupils should be willing and actively participate in various civic educational activities within and outside the school. These experiences would inspire them to be involved in societal issues and become responsible citizens.

To The Communities. It is also recommended to the communities to extend support schools in developing civic knowledge, skills and dispositions of young children. Communities, should back up schools in this endeavor, and acknowledge the necessity of equal participation for a representative democracy.

To The Researchers. Future research is essential to understand what is happening inside the classrooms and the school. This study shows different levels of experiences on various civic activities offered in public elementary schools in Indang, Cavite. One of the gaps in the current research comprises the effects, influence, and interaction of different civic educational activities in developing the civic competencies of grade six pupils. Thus, future study should focus on the effects and interaction of each civic activity so as to examine the extent or impact of each individual activity on the development of civic competencies of pupils. This will discover the civic educational activities that contributed most and have least impact in the development of civic competencies of pupils.

Finally, future researches on alternative sources of civic competencies of pupils such as parents, families and students' home environments; after-school group activities; group memberships; and participation in religious organizations should be undertaken in order to examine the effect of alternative sources of civic competencies of pupils. Such studies would encourage insight into the most effective means of acquiring civic competencies. By fully understanding all sources of civic competencies of children,

communities, parents, schools, and organizations could work to better develop civic competencies in young people.

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APPENDICES
APPENDIX A
LETTER REQUEST TO VALIDATE THE SURVEY QUESTIONNAIRE

October 26, 2016

Dear Sir/Madam:

Greetings of peace!

I am a graduate student of the Philippine Normal University, Manila taking up Master of Education in Social Science Teaching. I am currently conducting and authoring my thesis titled “**Civic Educational Experiences towards the Development of the Civic Competencies of the Grade-Six Pupils**”. As an essential part of this undertaking is the validation of the research instrument to be used for gathering necessary information and data.

In this connection, I would like to request your much-valued assistance in validating the survey questionnaire that I will use for this study. Your valuable comments and suggestions to improve the survey questionnaire will be of great help in this undertaking. I acknowledge your expertise in this particular endeavor.

I would be very grateful for the help that you could extend for the success of this academic endeavor.

Thank you in anticipation for your favorable response and support regarding this matter.

Attached is the copy of the survey questionnaire for validation.

Respectfully yours,
(sgd)

MARIA EDMILYN P. OCAMPO
Researcher

Noted by:
(sgd)

FLORISA B. SIMEON, Ph.D.
Thesis Adviser

To the Validator: Kindly validate the content and applicability of the items used in the Section 2 of the questionnaire and the rating scale that I will use in this section in determining the “Level of Civic Educational Experiences in School” of Grade VI pupils. For each indicator choose your response by putting a check on the column corresponding to the scale that best describes your assessment.

Indicator	Acceptable as is	Acceptable with revisions	Unacceptable	Remarks
1. The questionnaire is attractive and professional, including layout, and overall appearance.				
2. The length and difficulty of the questionnaire is realistic for the participants solicited.				
3. The directions are presented in a clear and concise manner at the top of the first page and repeated on subsequent pages if needed.				
4. The instructions are adequate and appropriate.				
5. All questions are stated precisely but not so specifically that they require research to respond.				
6. Each item asks only one question. No question is embedded within a question.				
7. Language used is neutral and does not present the respondent with a perceived bias.				
8. Each item is presented in a consistent way using simple words.				
9. The items represent the main variables measured in the study.				
10. The items are easily stated.				
11. The items are easily understandable.				
12. The five-point rating scale options are appropriate for the questionnaire.				

13. The five-point rating scale options are adequate for the questionnaire.				
14. The items are grammatically correct.				
15. The items are listed in a logical and efficient sequencing.				

To the Validator: Kindly validate the content and applicability of the items used in the Section 3 of the questionnaire and the rating scale that I will use in this section in determining the perception of the respondents on the “Effectiveness of the Civic Educational Experiences in the Development of Civic Competencies of Learners”. For each indicator choose your response by putting a check on the column corresponding to the scale that best describes your assessment.

Indicator	Acceptable as is	Acceptable with revisions	Unacceptable	Remarks
1. The questionnaire is attractive and professional, including layout, and overall appearance.				
2. The length and difficulty of the questionnaire is realistic for the participants solicited.				
3. The directions are presented in a clear and concise manner at the top of the first page and repeated on subsequent pages if needed.				
4. The instructions are adequate and appropriate.				
5. All questions are stated precisely but not so specifically that they require research to respond.				
6. Each item asks only one question. No question is embedded within a question.				
7. Language used is neutral and does not present the respondent with a perceived bias.				

8. Each item is presented in a consistent way using simple words.				
9. The items represent the main variables measured in the study.				
10. The items are easily stated.				
11. The items are easily understandable.				
12. The five-point rating scale options are appropriate for the questionnaire.				
13. The five-point rating scale options are adequate for the questionnaire.				
14. The items are grammatically correct.				
15. The items are listed in a logical and efficient sequencing.				

Name of Validator: _____

Signature: _____

Date: _____

SURVEY QUESTIONNAIRE FOR GRADE SIX PUPILS

Instruction: Please take a few minutes of your time to answer every question. You are kindly asked to fill in the questionnaire on your own. Please fill in the blanks or put a check on the box for your answer. All information collected will be used strictly for purposes of this study and will not be disclosed for any other purposes.

Section 1: Profile

1. Name: (optional) _____

2. School: _____

3. Age: _____

4. Sex: ☐ Male ☐ Female

5. Estimated Monthly Family Income:

☐ Php 5,000 and below ☐ Php 15,001 to Php 20,000

☐ Php 5,001 to Php 10,000 ☐ Php 20,001 to Php 25,000

☐ Php 10,001 to Php 15,000 ☐ Php 26,000 and above

6. Parental Education:

6.1 Father

☐ No formal schooling

☐ Elementary

☐ High school

☐ Vocational / Certificate

☐ College

☐ Post graduate

6.2 Mother

☐ No formal schooling

☐ Elementary

☐ High school

☐ Vocational / Certificate

☐ College

☐ Post graduate

Section 2 – Level of Civic Educational Experiences in School

Instruction: Please indicate the extent to which you were exposed to different civic educational experiences in school as listed in the table below. Choose only one response that describes your honest opinion by putting a check on the column that corresponds to your answer. Please respond to each of the following statements using the following scale:

5 = Always

4 = Often

3 = Sometimes

2 = Rarely

1 = Never

CIVIC EDUCATIONAL EXPERIENCES	5	4	3	2	1
<i>In school or in class, I was given the opportunity to:</i>					
1. discuss current events					
2. discuss the citizen's role in a democracy					
3. participation in flag ceremonies (raising and saluting the flag)					
4. take part in school self-government, or vote in student government					
5. participate in structured debates					
6. participate in simulations, such as mock congress, mock elections, or mock court					
7. deliver a speech or give presentations					
8. conduct interviews or oral histories					
9. analyze or evaluate political communications such as political cartoons, articles, pamphlets, or commercials					
10. take part in political discussion (e.g. death penalty, abortion, human rights, rights and duties of citizens, patriotism, respect for national history, culture, RH bill, etc.)					
11. meet with government or community leaders					
12. take a field trip to a local, state /government institution or historical site					
13. participate in a fundraising for social problem, political issue or cause					
14. take part in socially useful activities and/or voluntary community work					
15. perform or participate in community service					

Section 3 – Contribution of the Civic Educational Experiences in the Development of *Civic Competencies of Learners*

Instruction: Please rate the effectiveness of the civic educational experiences provided to you in school in developing your civic competencies as outlined in the table. Choose only one response that describes your honest opinion by putting a check on the column that corresponds to your answer. Please respond to each of the following statements using the following scale:

5 = Very Highly Effective

4 = Highly Effective

3 = Effective

2 = Fairly Effective

1 = Not Effective

CIVIC COMPETENCIES	5	4	3	2	1
Civic knowledge					
1. My civil educational experience helps the learner/me to understand how the government is run or the political system.					
2. My civil educational experience helps the learner/me to understand and know my rights (freedom of expression and right to vote).					
3. My civil educational experience helps the learner/me to be a responsible citizen (respecting the law, the rights and interests of others).					
4. My civil educational experience taught me civic education principles (rights, freedom of expression) which are practiced by the learner/me in school.					
5. My civil educational experience helps the learner/me to understand the structure of governing the country.					
6. My civil educational experience helps the learner/me to understand the functions associated with governing the country.					
7. Learning civic education helps the learner/me to understand the processes of governing the country.					
Civic skills					
1. My civil educational experience helps the learner/me to know how to participate in an election					
2. My civil educational experience helps the learner/me to dialogue matters in a meaningful way.					

CIVIC COMPETENCIES	5	4	3	2	1
3. My civil educational experience enables the learner/me to participate effectively and actively					
a. In a class					
b. In the school					
c. In the community					
4. My civil educational experience helps the learner/me to develop the skill of exchanging opinion.					
5. My civil educational experience helps the learner/me to develop the skill of respecting one's rights.					
6. My civil educational experience helps the learner/me to develop the skill of expressing their freedom of speech.					
7. My civil educational experience helps the learner/me to develop the skill of making an informed choice and act in a responsible manner.					
Civic disposition					
1. My civic educational experience helps the learner/me to become independent member of the society who will take responsibility to every action.					
2. My civic educational experience helps the learner/me to be responsible politically.					
3. My civic educational experience helps the learner/me to respect others feelings and human dignity (respecting others and being a good listener).					
4. My civic educational experience helps the learner/me to understand if the country is run in a democratic or dictatorial way.					
5. My civic educational experience helps the learner/me to develop the ability to participate thoughtfully in civic affairs					
6. My civic educational experience helps the learner/me to develop the ability to participate meaningfully in civic affairs.					

Thank you for your time and participation. Have a great day!

APPENDIX B
LETTER REQUEST TO THE SUPERINTENDENT FOR THE CONDUCT OF
THE SUDY

December 12, 2016

CHERRYLOU D. DE MESA
 OIC-SCHOOLS DIVISION SUPERINTENDENT
 CAVITE PROVINCE
 TRECE MARTIRES CITY, CAVITE

MADAM:

Greetings!

The undersigned is a Master of Arts in Education Major in Social Science Teaching at Philippine Normal University. I am currently working on my Thesis Writing entitled: Civic Educational Experiences Towards The Development of the Civic Competencies of the Grade-Six Pupils.

In connection with this, I would like to request from your good office a permission to conduct interviews, observations, surveys and administer questionnaires to selected public schools in the Municipality of Indang, Cavite.

Rest assured that the surveys and interviews would not in any way disrupt the regular classes of the concerned teachers and all information gathered therein shall be treated in utmost confidentiality.

Your consideration and approval will be highly appreciated.

Thank you and God bless.

Respectfully yours,
 (sgd)

MARIA EDMILYN P. OCAMPO

Researcher
 (Teacher-In-Charge, Guyam Munti ES)

Noted by:

(sgd)

FLORISA B. SIMEON, Ph.D.

Thesis Adviser

APPENDIX C
LETTER REQUEST TO THE PRINCIPAL FOR THE CONDUCT OF THE SUDY

December 12, 2016

ADESSA E. ARTATEZ
SCHOOL PRINCIPAL I
BUNA CERCA ELEMENTARY SCHOOL
INDANG, CAVITE

MADAM:

Greetings!

The undersigned is a Master of Arts in Education Major in Social Science Teaching at Philippine Normal University. I am currently working on my Thesis Writing entitled: Civic Educational Experiences Towards The Development of the Civic Competencies of the Grade-Six Pupils.

In connection with this, I would like to request from your good office a permission to conduct interviews, observations, surveys and administer questionnaires in your school in the Municipality of Indang, Cavite.

Rest assured that the surveys and interviews would not in any way disrupt the regular classes of the concerned teachers and all information gathered therein shall be treated in utmost confidentiality.

Your consideration and approval will be highly appreciated.

Thank you and God bless.

Respectfully yours,

(sgd)

MARIA EDMILYN P. OCAMPO

Researcher

(Teacher-In-Charge, Guyam Munti ES)

Noted by:

(sgd)

FLORISA B. SIMEON, Ph.D.

Thesis Adviser

APPENDIX D

SURVEY QUESTIONNAIRE FOR GRADE SIX PUPILS

Instruction: Please take a few minutes of your time to answer every question. You are kindly asked to fill in the questionnaire on your own. Please fill in the blanks or put a check on the box for your answer. All information collected will be used strictly for purposes of this study and will not be disclosed for any other purposes.

Section 1: Profile

1. Name: (optional)_____
2. School: _____
3. Age: _____
4. Sex: ☐ Male ☐ Female
5. Estimated Monthly Family Income:

☐ Php 5,000 and below	☐ Php 15,001 to Php 20,000
☐ Php 5,001 to Php 10,000	☐ Php 20,001 to Php 25,000
☐ Php 10,001 to Php 15,000	☐ Php 26,000 and above
6. Parental Education:

6.1 Father	
☐ No formal schooling	☐ Vocational / Certificate
☐ Elementary	☐ College
☐ High school	☐ Post graduate
6.1 Mother	
☐ No formal schooling	☐ Vocational / Certificate
☐ Elementary	☐ College
☐ High school	☐ Post graduate

Section 2 – Level of Civic Educational Experiences in School

Instruction: Please indicate the extent to which you were exposed to different civic educational experiences in school as listed in the table below. Choose only one response that describes your honest opinion by putting a check on the column that corresponds to your answer. Please respond to each of the following statements using the following scale:

5 = Always

4 = Often

3 = Sometimes

2 = Rarely

1 = Never

CIVIC EDUCATIONAL EXPERIENCES	5	4	3	2	1
<i>In school or in class, I was given the opportunity to:</i>					
1. participate in the discussion of current events in class					
2. learn the citizen's role in a democratic society in class					
3. be involve in raising and saluting the flag					
4. be involve in school self-government, or vote in student government					
5. take part in structured debates					
6. participate in mock elections, mock court and the like					
7. present a speech or giving demonstrations					
8. administer interviews or oral histories					
9. investigate or examine political communications such as political articles, editorials, pamphlets, opinion polls, blogs, advertisements etc.					
10. take part in political discussions (e.g. death penalty, abortion, human rights, rights and duties of citizens, patriotism, respect for national history, culture, RH bill, etc.)					
11. meet with government/local officials or community leaders					
12. participate in field trips to a local or government institution, or historical site					
13. get involve in fundraising for social problem, political issue or cause					
14. join in socially useful activities and/or voluntary community work					
15. perform volunteering work for the community					

Section 3 – Contribution of the Civic Educational Experiences in the Development of *Civic Competencies of Learners*

Instruction: Please rate the effectiveness of the civic educational experiences provided to you in school in developing your civic competencies as outlined in the table. Choose only one response that describes your honest opinion by putting a check on the column that corresponds to your answer. Please respond to each of the following statements using the following scale:

5 = Very Highly Effective

4 = Highly Effective

3 = Effective

2 = Fairly Effective

1 = Not Effective

CIVIC COMPETENCIES	5	4	3	2	1
Civic knowledge					
1. My educational experience in school allows me to appreciate how our government is managed and how the political system in this country works.					
2. My educational experience assists me in recognizing and understanding my rights specifically the right to vote, freedom of speech and right to due process					
3. My educational experience molds me to be a responsible pupil who respects the law as well as the rights and interests of others.					
4. My educational experience enhances my understanding about civic principles (rights, freedom of expression) which are taught to us in school.					
5. My educational experience helps me understand the structure of our government and how this country is governed.					
6. My educational experience helps me become aware on the functions concerning the governance of the country.					
7. My civic educational experience assists me in understanding the processes involved in managing the country.					
Civic skills					
1. My educational experience helps me learn the skill of taking part in an electoral process.					
2. My educational experience enhances my skill in exchanging opinions and ideas about civic matters in a meaningful way.					

CIVIC COMPETENCIES	5	4	3	2	1
3. My civic educational experience empowers me to take part effectually and actively					
d. In class					
e. In the school					
f. In the community					
4. My educational experience advances my ability in discussing and exchanging opinions.					
5. My educational experience allows me to give importance on respecting rights of others.					
6. My educational experience develops my skill of conveying my freedom of speech.					
7. My educational experience cultivates my skill in making an informed choice and in acting in a responsible manner.					
Civic disposition					
1. My educational experience allows me to become independent and take responsibility for my actions.					
2. My educational experience encourages me to be politically responsible.					
3. My educational experience showed me how to respect others' feelings and dignity.					
4. My educational experience allows me to recognize and distinguish whether our country is governed in a democratic or autocratic / dictatorial way.					
5. My educational experience develops my ability to join civic activities thoughtfully and considerately.					
6. My educational experience allows me to nurture my ability to contribute meaningfully in civic affairs.					

Thank you for your time and participation. Have a great day!

APPENDIX E

SAMPLE FILLED-UP SURVEY QUESTIONNAIRE

SURVEY QUESTIONNAIRE FOR GRADE SIX PUPILS

Instruction: Please take a few minutes of your time to answer every question. You are kindly asked to fill in the questionnaire on your own. Please fill in the blanks or put a check on the box for your answer. All information collected will be used strictly for purposes of this study and will not be disclosed for any other purposes.

Section 1: Profile

1. Name: (optional) _____

2. School: Buna Cerca Elementary School

3. Age: 12

4. Sex: ☐ Male ☐ Female

5. Estimated Monthly Family Income:

☐ Php 5,000 and below

☐ Php 5,001 to Php 10,000

☐ Php 10,001 to Php 15,000

☒ Php 15,001 to Php 20,000

☐ Php 20,001 to Php 25,000

☐ Php 26,000 and above

6. Parental Education:

6.1 Father

☐ No formal schooling

☐ Elementary

☐ High school

☒ Vocational / Certificate

☐ College

☐ Post graduate

6.2 Mother

☐ No formal schooling

☐ Elementary

☒ High school

☐ Vocational / Certificate

☐ College

☐ Post graduate

Section 2 – Level of Civic Educational Experiences in School

Instruction: Please indicate the extent to which you were exposed to different civic educational experiences in school as listed in the table below. Choose only one response that describes your honest opinion by putting a check on the column that corresponds to your answer. Please respond to each of the following statements using the following scale:

5 = Always

4 = Often

3 = Sometimes

2 = Rarely

1 = Never

CIVIC EDUCATIONAL EXPERIENCES	5	4	3	2	1
<i>In school or in class, I was given the opportunity to:</i>		✓			
1. discuss current events			✓		
2. discuss the citizen's role in a democracy					
3. participation in flag ceremonies (raising and saluting the flag)	✓				
4. take part in school self-government, or vote in student government	✓				
5. participate in structured debates			✓		
6. participate in simulations, such as mock congress, mock elections, or mock court			✓		
7. deliver a speech or give presentations			✓		
8. conduct interviews or oral histories			✓		
9. analyze or evaluate political communications such as political cartoons, articles, pamphlets, or commercials			✓		
10. take part in political discussion (e.g. death penalty, abortion, human rights, rights and duties of citizens, patriotism, respect for national history, culture, RH bill, etc.)				✓	
11. meet with government or community leaders			✓		
12. take a field trip to a local, state /government institution or historical site			✓		
13. participate in a fundraising for social problem, political issue or cause				✓	
14. take part in socially useful activities and/or voluntary community work			✓		
15. perform or participate in community service			✓		

Section 3 – Effectiveness of the Civic Educational Experiences in the Development of

Civic Competencies of Learners

Instruction: Please rate the effectiveness of the civic educational experiences provided to you in school in developing your civic competencies as outlined in the table. Choose only one response that describes your honest opinion by putting a check on the column that corresponds to your answer. Please respond to each of the following statements using the following scale:

5 = Very Highly Effective

4 = Highly Effective

3 = Effective

2 = Fairly Effective

1 = Not Effective

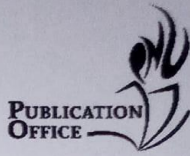
CIVIC COMPETENCIES	5	4	3	2	1
Civic knowledge					
1. My civil educational experience helps the learner/me to understand how the government is run or the political system.			✓		
2. My civil educational experience helps the learner/me to understand and know my rights (freedom of expression and right to vote).	✓				
3. My civil educational experience helps the learner/me to be a responsible citizen (respecting the law, the rights and interests of others).	✓				
4. My civil educational experience taught me civic education principles (rights, freedom of expression) which are practiced by the learner/me in school.	✓				
5. My civil educational experience helps the learner/me to understand the structure of governing the country.	✓				
6. My civil educational experience helps the learner/me to understand the functions associated with governing the country.		✓			
7. Learning civic education helps the learner/me to understand the processes of governing the country.		✓			
Civic skills					
1. My civil educational experience helps the learner/me to know how to participate in an election		✓			
2. My civil educational experience helps the learner/me to dialogue matters in a meaningful way.	✓				

CIVIC COMPETENCIES					
	5	4	3	2	1
3. My civil educational experience enables the learner/me to participate effectively and actively					
a. In a class	✓				
b. In the school	✓				
c. In the community		✓			
4. My civil educational experience helps the learner/me to develop the skill of exchanging opinion.	✓				
5. My civil educational experience helps the learner/me to develop the skill of respecting one's rights.	✓				
6. My civil educational experience helps the learner/me to develop the skill of expressing their freedom of speech.	✓				
7. My civil educational experience helps the learner/me to develop the skill of making an informed choice and act in a responsible manner.		✓			
Civic disposition					
1. My civic educational experience helps the learner/me to become independent member of the society who will take responsibility to every action.	✓				
2. My civic educational experience helps the learner/me to be responsible politically.		✓			
3. My civic educational experience helps the learner/me to respect others feelings and human dignity (respecting others and being a good listener).	✓				
4. My civic educational experience helps the learner/me to understand if the country is run in a democratic or dictatorial way.		✓			
5. My civic educational experience helps the learner/me to develop the ability to participate thoughtfully in civic affairs		✓			
6. My civic educational experience helps the learner/me to develop the ability to participate meaningfully in civic affairs.	✓				

Thank you for your time and participation. Have a great day!

APPENDIX F

CERTIFICATE OF AUTHENTICITY

	Philippine Normal University <i>The National Center for Teacher Education</i> PUBLICATION OFFICE Taft Avenue, Manila 1000, Philippines	
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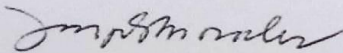
AUTHENTICITY RESULT

Date of Release:	May 10, 2018
Result Code:	<u>2018-0421</u>
Submission ID:	961784787
Title of Output:	Civic Educational Experiences towards the Development of the Civic Competencies of the Grade-Six Pupils
Author (s):	Maria Edmilyn P. Ocampo

Authenticity Report:

Similarity Report: 25%

- Interpretation: A similarity of 25% means that 25% of the entire paper is similar to sources in Turnitin's (authenticity software) online repository. The colored bibliographical references denote the sources of similarity to previously published work which maybe from internet sources (24%) publications (8%), and student papers (9%) for the remaining similarity percentage.
- Highlighted text in the Manuscript:
 - Red marks and highlights are set of texts directly or exactly copied from online sources.
 - Other color marks and highlights are set of text exactly copied from other sources (student papers and publications).



Marie Paz E. Morales, Ph.D.
Director

APPENDIX G
CERTIFICATE OF LANGUAGE EDITING

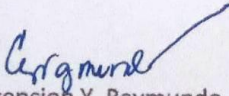
Philippine Normal University
College of Teacher Development
Faculty of Arts and Languages

25 July 2018

CERTIFICATION

This is to certify that I have read in entirety the paper of MS. MARIA EDMILYN P. OCAMPO on
Educational Experience Towards the Development of the Civic Competencies of the Grade Six Pupils

Truly Yours,


Prof. Ma. Concepcion Y. Raymundo

Language Editor

CURRICULUM VITAE

MARIA EDMILYN PERLADO OCAMPO

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mariaedmilyn.ocampo@deped.gov.ph/ocampo.mep@stud.pnu.edu.ph

**CAREER OBJECTIVE**

School Principal with 5 years of experience that is responsible in handling the overall administration and management of schools. Skilled at managing academic programs, staffing, and developing culture and to inspire staff and students to engage in rigorous and purposeful learning.

EXPERIENCE

October 15, 2021 – Present

SCHOOL PRINCIPAL I, BUNA CERCA ELEMENTARY SCHOOL

- Collaborated with the school leadership team to continually analyze 422 students' data and evaluate teacher performance to ensure impressive gains in student achievement

August 28, 2018 – October 14, 2021

SCHOOL PRINCIPAL I, CARASUCHI ELEMENTARY SCHOOL

- Analyze and utilize student achievement data to create new short-term and long-term strategies by ensuring the entire school meets students' academic goals for each school year

July 25, 2016 – August 27, 2018

TEACHER-IN-CHARGE, GUYAM MUNTI ELEMENTARY SCHOOL

- Partnered with the student services coordinator to ensure that all students, including those with disabilities, had the access and support needed to achieve their educational and social goals

June 13, 2006 – July 24, 2016

PUBLIC SCHOOL TEACHER, MATAAS NA LUPA ELEMENTARY SCHOOL

- Utilized my dedication to foster quality education required for a child's development and applied my knowledge of advanced teaching methods.

EDUCATION

APRIL 2001

**BACHELOR OF SCIENCE IN AGRICULTURE MAJOR IN
AGRICULTURAL ECONOMICS, CAVITE STATE UNIVERSITY
*CUM LAUDE***

SKILLS

- Educational leadership
- Operational management
- Technological fluency
- Interpersonal skills

ELIGIBILITY

- Passer of 2017 National Qualifying Examination for School Heads (NQESH)