

NAVIGATING CIVIC EDUCATION: QUALITATIVE INSIGHTS FROM SOCIAL STUDIES TEACHERS USING THE TEACHERS' KNOWLEDGE FRAMEWORK

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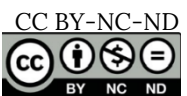
Critical Journal of Social Sciences (CJSS)

ISSN: 3101-0415



Volume 2, No. 1 | 2026

pp. 147 – 164



DOI: <https://doi.org/10.66830/zxv88611>

Received: April 11, 2026 / Accepted: June 12, 2026

Abstract

Social Studies serves as the primary vehicle for civic education in the Philippines, yet a disconnect exists between curriculum implementation and teacher preparation. Misalignment between faculty specializations and the multidisciplinary requirements of the field poses a significant risk to the quality of instruction. This study determines the perspectives of Social Studies teachers at a local college toward navigating civic education. It explores how educators conceptualize democracy, define citizenship education, and identify values essential for a democratic society. Utilizing a qualitative descriptive case study design, data were gathered from four full-time faculty members at Mabalacat City College. The research employed semi-structured interviews and open-ended surveys grounded in the Civic Education Teachers' Knowledge Framework. Transcribed data underwent thematic analysis to identify recurring labels related to democracy, values, and pedagogical strategies. Findings indicate that teachers conceptualize democracy as both a structural government system and a moral ideology. Participants identified civic education as a lifelong process for preparing active community members, emphasizing values like Pakikisama and Pagiging Makatao. While experiential learning is recognized as vital, a gap exists regarding the discussion of controversial issues in the classroom. The study underscores that while teachers possess robust conceptual knowledge, pedagogical execution is heavily influenced by professional specialization and institutional context. Institutions must prioritize faculty development to ensure civic instruction moves beyond rote theory toward meaningful engagement.

Keywords

Civic Education; Democracy; Social Studies; Teachers' Knowledge Framework

1. INTRODUCTION

Social Studies is a vehicle for civic and citizenship education in the Philippines. Civic education also known as citizen or democracy education is a learning area that equip learners with democratic values and empowers them to be a good citizen and active participants in democratic process (McCracken, 2012). The idea and goal of civic education as a learning area is simply the involvement and participation of the citizens in a good governance. In addition, civic education has been used as a learning area to address political and social issues.

In fact, all educational institutions are required to provide civic education under Article XIV, Section 3, paragraph 2 of the 1987 Philippine Constitution: "Inculcate patriotism and nationalism, foster love of humanity, respect for human rights, appreciation of the role of national heroes in the historical development of the country, teach the rights and duties of citizenship, strengthen ethical and spiritual values, develop moral character and personal discipline, encourage critical and creative thinking, broaden scientific and technological knowledge, and promote vocational efficiency."

The implementation of the K to 12 curriculum has also changed the subjects taught in Araling Panlipunan (Social Studies) in the basic education curriculum, as well as courses in the higher education curriculum. Adarlo (2016) in his study enumerated the focus of Civic Education in the Philippines from Basic to Higher Education. In the Kindergarten: Values Education and Social Studies (positive self-concept, awareness of one's social identity, concern for self and others, manifest love of God, country, and fellow. Appreciation to cultural diversity, school community, people, and environment). Grades 1 to 10: Values Education (understanding of oneself, role in the society for nation building, values of truth, freedom, justice, and love). Social Studies (history, geography, politics, economics, and social sciences). Grades 11 to 12 – Introduction to Philosophy of Man, Personal Development, Understanding Culture, Society, and Politics. In the Higher Education: Understanding the Self, Readings in Philippine History, The Contemporary World, Ethics, and National Service Training Program.

The challenge of this implementation and reform is how to teach Civic Education and instill the values of civic and citizenship education, skills, and values in the new curriculum as well as in the higher education curriculum. Jamieson (2013) enumerated the challenges facing civic education in the twenty-first century: (1) quality of civic education taught; (2) social studies textbooks; (3) socio-economic status of students; (4) school funds to implement civic education reforms; and (5) educational reforms.

Guilfoile et al., (2014) enumerated six (6) proven teaching practices for effective learning: (1) Provide instruction in government, history, law, and democracy; (2) incorporate discussion of current local, national, and international issues and events in the classroom; (3) design and implement school programs that linked community service to the formal curriculum and classroom instruction; (4) extracurricular activities that involved students in their schools or

communities; (5) encourage student participation in school governance; and (6) encourage students' participation in simulation of democratic processes and procedures.

There is an urgent need to conduct this study due to the emerging disconnect between curriculum implementation and teacher preparation in local colleges. While frameworks for effective learning exist, such as the use of experiential learning and the discussion of controversial issues, there is a noted absence of these practices in the current pedagogical landscape. Furthermore, the misalignment between faculty members' academic specializations and the multidisciplinary requirements of Social Studies education poses a risk to the quality of civic instruction. Without addressing how teachers perceive and internalize their role through a structured framework, the goal of developing ideal citizens may remain a theoretical aspiration rather than a classroom reality.

This research directly contributes to United Nations Sustainable Development Goal (SDG) 4: Quality Education, specifically Target 4.7. This target mandates that by 2030, all learners acquire the knowledge and skills needed to promote sustainable development, including through education for human rights, gender equality, and the promotion of a culture of peace and non-violence. By utilizing the Civic Education Teachers' Knowledge Framework, this study identifies the internal and external knowledge sources that influence how teachers shape the next generation of global citizens.

1.1. Statement of the Problem

The primary purpose of this study is to determine the perspectives and professional views of Social Studies teachers in a local college toward navigating civic education. By utilizing the Civic Education Teachers' Knowledge Framework, the study explores how teachers' internal reflections and external institutional contexts shape their pedagogical approaches to civic and citizenship training. Specifically, this research seeks to answer the following questions:

1. How do Social Studies teachers conceptualize democracy?
2. What are the perspectives of teachers regarding the definition and role of civic and citizenship education in the Philippine context?
3. What specific values do teachers perceive as essential for a good citizen to possess within a democratic society?
4. What specific courses, topics, or subject areas are utilized by teachers to instill civic skills among students?
5. What teaching practices and pedagogical strategies are employed by teachers to ensure effective civic learning and student engagement?

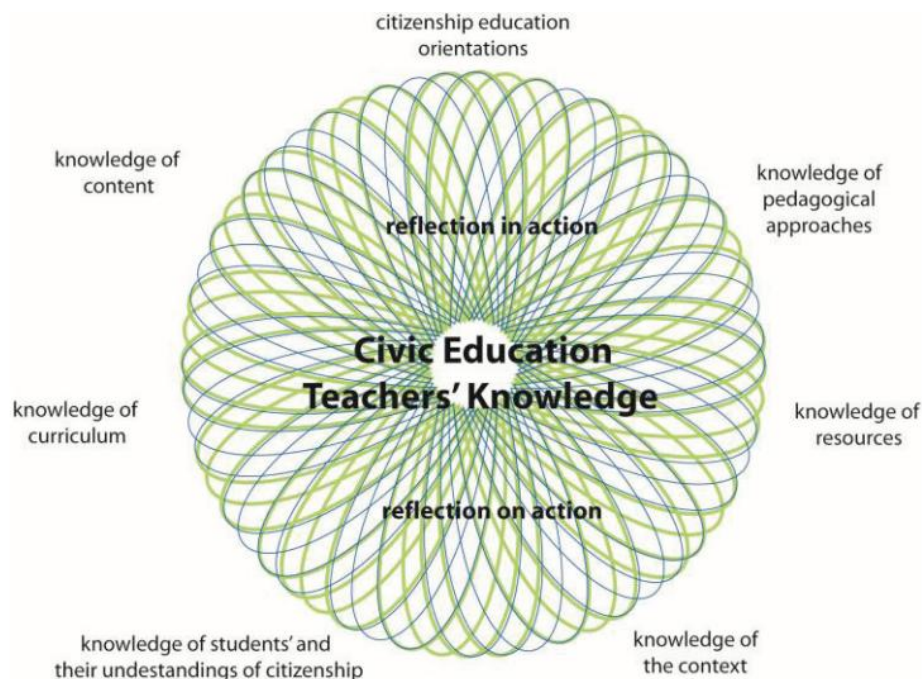
2. THEORETICAL AND CONCEPTUAL FRAMEWORK

Nogueira and Moreira (2012) developed the framework of The Civic Education Teachers' Knowledge. The purpose of this framework was to give and determine the teachers'

knowledge for Civic Education, which would subsequently serve as the foundation for future training proposal. This framework is a heuristic value dimension for teachers based on a combination of internal (personal reflection, examination of behaviors and sentiments) and external (information to be taught, social environment, curriculum, and working circumstances) knowledge sources. Particularly, the framework includes dimensions of teachers' reflection in action, reflection on action, citizenship education orientation, knowledge of pedagogical approaches, knowledge of sources, knowledge of context, knowledge of students' and their understanding of citizenship, knowledge of curriculum, and knowledge of content.

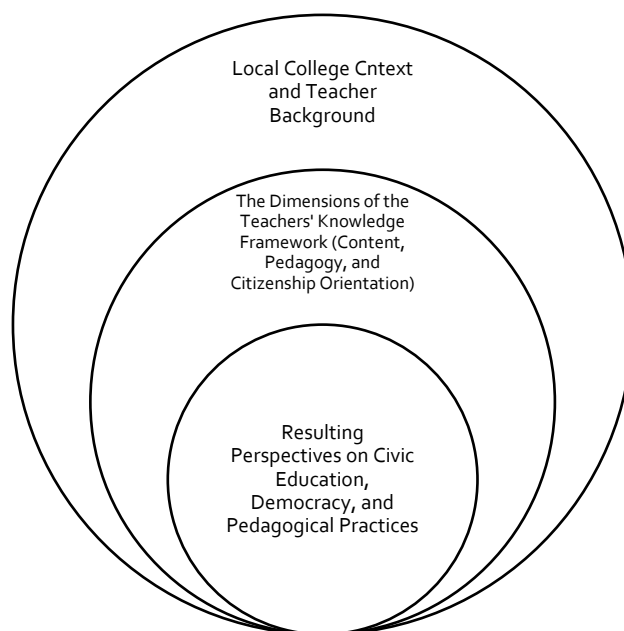
All these dimensions are critical within the framework of civic and citizenship education because they impact all of the decisions made by teachers in the classroom context.

Figure 1 - The Civic Education Teachers' Knowledge Framework



Evidently, this framework categorizes the internal and external knowledge sources of the teacher are the variables adopted in this study.

Figure 2 - The Relational Research Paradigm



The relational paradigm illustrated in Figure 2 maps out how the dimensions of the Civic Education Teachers' Knowledge Framework (Nogueira & Moreira, 2012) directly interface with classroom realities. Rather than displaying a linear cause-and-effect relationship, the paradigm operates dynamically: (1) Internal Sources (the teacher's internal reflection-in-action and personal orientation) interact continuously with External Constraints (institutional loading, the multidisciplinary nature of the department, and local curriculum structures); (2) This friction shapes how teachers conceptualize Core Civic Variables (Democracy and Citizenship Values); and (3) ultimately, these conceptualizations dictate the Pedagogical Output (the reliance on experiential learning vs. the avoidance of controversial contemporary issues). This explicitly demonstrates how structural alignment, or the lack thereof, impacts actual classroom instruction.

3. METHODOLOGY

2.1 Research Design

This study employs a qualitative research design specifically utilizing a descriptive case study approach. This design was selected to gain an in-depth, nuanced understanding of the professional perspectives and lived experiences of Social Studies teachers within the unique context of a Philippine local college. By focusing on qualitative inquiry, the researcher was able to explore the how and why behind pedagogical choices that quantitative measures might overlook.

2.2 Participants and Setting

The study was conducted at Mabalacat City College (MCC), a local government-funded institution in Pampanga, Philippines. The participants consisted of four (4) full-time faculty members from the Department of Social Sciences, Institute of Arts and Sciences, and Institute of Teacher Education. Purposive sampling was used to select participants who are actively teaching Social Studies courses, ensuring that the data gathered was rich with relevant professional experience.

While a sample size of four participants from a single institution is small, it aligns strictly with the parameters of an information-rich qualitative descriptive case study where the focus is depth of professional insight over statistical generalizability. In qualitative inquiry, small sample sizes are heavily justified when the participants possess specialized institutional and contextual knowledge that directly answers the research questions (Creswell & Poth, 2018; Patton, 2015). Data collection was continued until thematic saturation was achieved, meaning no new conceptual dimensions regarding the Teachers' Knowledge Framework emerged during the final depth interviews.

2.3 Research Instrument

Data were gathered through a semi-structured qualitative interview guide. The instrument was designed based on the dimensions of the Civic Education Teachers' Knowledge Framework (Nogueira & Moreira, 2012). The guide focused on three primary domains: Conceptual Knowledge: Definitions of democracy and citizenship; Pedagogical Knowledge: Strategies for teaching civic competence; and Contextual Knowledge: The influence of the local college environment on teaching practices.

2.4 Data Collection Procedure

Due to the qualitative nature of the study, data collection involved in-depth interviews and open-ended qualitative surveys. To ensure ethical standards, informed consent was obtained from all participants, and confidentiality was maintained through the use of pseudonyms such as Instructor A, Instructor B, Instructor C, and Instructor D. Interviews were recorded and transcribed verbatim to ensure the integrity of the participants' voices.

2.5 Data Analysis

The collected data underwent Thematic Analysis. The process involved: First, familiarization: immersing in the transcripts to identify recurring ideas. Second is the initial coding: labeling

key phrases related to democracy, values, and teaching methods. Third is thematic generation: grouping codes into broader themes, such as Democracy as an Ideology and Experiential Learning as a Civic Tool. And lastly, review and refinement: ensuring the themes accurately represented the data and aligned with the theoretical framework.

The collected data underwent qualitative Thematic Analysis utilizing an inductive coding approach, allowing themes to emerge directly from the participants' lived experiences rather than forcing data into pre-existing theoretical molds. The analysis strictly adhered to the six-phase thematic analysis framework established by Braun and Clarke (2006).

The process involved: (1) Familiarization: Immersing in the transcripts through repeated reading to identify recurring ideas. (2) Initial Coding: Generating systematic data labels and shorthand codes across the dataset using MAXQDA qualitative data analysis software to manage transcripts efficiently. (3) Thematic Generation: Sorting and grouping codes into broader, overarching candidate themes. (4) Reviewing Themes: Checking candidate themes against the operationalized extracts and the entire dataset. (5) Defining and Naming Themes: Refining the conceptual specifics of each theme, such as Democracy as an Ideology and Experiential Learning as a Civic Tool, and finally (6) Producing the Report: Selecting vivid anchor examples and linking the analysis back to the research questions and the theoretical framework.

2.6 Ethical Considerations

This study was conducted with strict adherence to established ethical standards for qualitative research to ensure the protection of the participants and the integrity of the data. Before the commencement of the data collection process, formal permission was sought and obtained from the administration of Mabalacat City College. All participants were provided with a clear explanation of the study's purpose, which is to determine their perspectives on teaching civic education using the Teachers' Knowledge Framework. Participation was entirely voluntary, and each educator signed an informed consent form prior to the interviews. Participants were explicitly informed of their right to withdraw from the study at any time without any professional or personal penalty. To safeguard the professional identities of the faculty members, strict confidentiality was maintained throughout the research process. All recorded interviews and verbatim transcripts were stored in password-protected digital files accessible only to the researcher. The study employed member checking to ensure the accuracy and trustworthiness of the findings. Participants were given the opportunity to review and validate their transcribed responses to ensure that the themes generated accurately reflected their professional views. Furthermore, the researcher ensured a non-judgmental environment during interviews, particularly when discussing sensitive topics like the misalignment of academic specializations or the challenges of the K to 12 implementation, to prevent any risk of professional distress or reputational harm.

4. RESULTS AND FINDINGS

3.1 Participants Concept of Democracy

The discussion on the first research problem, the teachers' concept of democracy, the research study analyzed two (2) themes, namely, democracy as a government, and democracy as an ideology.

3.1.1 Democracy as Government

Traditional political literature often defines democracy fundamentally as a government of the many, where political power is systematically exercised by a majority of the populace (De Leon, 2014). However, contemporary civic theory expands this definition far beyond simple majoritarian rule. True democratic governance encompasses institutionalized systems of checks and balances, the absolute protection of pluralistic minority rights, legal accountability, and transparent civic channels that allow citizens to actively alter social structures (Creswell, 2021; UNESCO, 2023). Because of these multi-tiered layers, democracy operates simultaneously as an institutional mechanism and a cultural ideal, rendering it complex to navigate in real-world pedagogy:

"Often people associate democracy with a government system that is ruled by many. It is characterized by the authority to decide the majority of the people who elect in government..." – Instructor A

"Democracy in order to flourish should be practiced together with the right form of government so that citizen's needs could be effectively addressed." – Instructor B

"Democracy is a system of government of the people, by the people and for the people. The elected officials from the lowest up to the highest are servants of the people and not their masters. The ultimate source of power and authority lies in them." – Instructor C

"In my perspective, democracy serves as both a form of government and a political ideology. It embodies a system in which individuals are granted the privilege to elect representatives who will govern on their behalf..." – Instructor D

3.1.2 Democracy as Ideology

An ideology is a set of concepts, opinions, and behaviors that people consciously or unconsciously hold and that reflect or mold their perceptions of the social and political landscape (Freeden, 1998). It serves to advocate for, defend, or support collective action aimed at maintaining or improving political customs and institutions. In an interview with the two (2) participants, they view democracy as an ideology:

"...However more than a government system, I appreciate the study of democracy as part of a political theory, specifically normative democratic theory. Normative democratic theory studies the moral foundations of democracy and the democratic institutions within the government. This theory focuses more on the people/citizen, government official, and their moral duties under a government of democracy. As a political theory, the function of normative democratic theory is to evaluate the different moral justification of democracy being adopted as a form of government. Where this is quite interesting in the context of the Philippines where often democracy is either oversimplified or misunderstood." – Instructor A

"... However, I find it challenging to fully endorse the notion that democracy is a government solely by and for the people, as it often prioritizes the interests of the majority, inadvertently marginalizing the voices of minority groups. Hence, while democracy functions as a governing structure, it also encompasses a set of political ideals." – Instructor D

Relatively, this finding shows that democracy was defined according to a concept in which they consider as a government and an ideology to what it does to transform democratic precepts into substance and reality for the common good.

3.2 Participants' Definition of Civic and Citizenship Education

The discussion on the second research problem is the teachers' definition of civic and citizenship education, the research study analyzed two (2) themes, namely, civic and citizenship education prepares learners to become good citizens and active members of their community.

3.2.1 Prepare learners to become good citizens

As defined by McCracken (2012), civic education can be generally described as the provision of knowledge and learning experiences to citizens in order to equip and empower them to participate in democratic processes. Boyle-Baise and Zevin (2009) in their study described civic education as a learning area that cultivates civic competence and responsibility in

students, allowing for the growth of social justice values and perspectives. In an interview with the participants, they defined civic and citizenship education in different ways:

"Civic education is the process of refining the beliefs, capabilities, perspective, and action of a person that is aligned with the norms of the communities. Thus, civic education functions as preparation for young people how to be good citizens. But this process also is a lifelong process that involves understanding different social institutions. Hence the process of becoming a good citizen of the community is also a continuous process." – Instructor A

"Civic education is a process where an individual affects its beliefs, attitudes and values in relation to his involvement as a member of the community." – Instructor C

3.2.2 Active members of their community

By attempting to balance the unity and diversity of peoples and cultures around the world, citizenship education promotes a global dimension to education (Halvorsen and Wilson, 2010). In addition, Schugurensky, (2011) believed that citizenship education encompasses all educational programs and initiatives whose primary goal is to prepare individuals to become citizens. Participants in the interview said:

"Civic and citizenship education teaches students to understand what a democratic society is, and what are the institutions that plays a vital role within it, this gives the students skills to effectively engage in social, economic and political issues of a society." – Instructor B

"Citizenship education is a study of understanding concepts, be aware of, participate in and contribute for the betterment of his society" – Instructor C

"For me, civic and citizenship education teaches people how to be responsible members of their society. It helps individuals understand their rights, as well as their obligations towards their community and country." – Instructor D

The study's findings revealed that civic and citizenship education is an important tool for instilling the democratic values required by individuals to become the ideal citizen who is active and participative in the democratic process.

3.3 Participants' Perceived Values of a Good Citizen

The discussion on the third research problem, the perceived values of a good citizen, the research study analyzed two (2) themes, namely, democratic values and professional values.

3.3.1 Democratic Values

The most important identifier of a good citizen is a law-abiding citizen (Mellor and Kennedy, 2003), and good citizens possessed democratic values. Murtaza and Akber (2020) enumerated the categories of democratic values that an individual must possess; equality and equal opportunities, honesty, justice, respect to freedom of life, respect for diversity of peoples, respect for human dignity, freedom of expression, tolerance, cooperation, responsibility, sensibility, self-esteem, self-respect, safe and peace, solving individual conflicts in a peaceful way, supremacy of law and development. In the interview with the participants, they stated:

"The following are values a good citizen must have: Community concern and awareness, sense of responsibility, the pursuit of truth, being morally upright, promotion of the common good to all, and, concern and responsibility for the environment" – Instructor A

"He is responsible, principled and an advocate human equality, respect human rights and cultural diversity and promote peace and unity among people." – Instructor C

"A good citizen is characterized by responsibility and cooperation, which I believe are essential values for individuals to be considered as such. Responsibility entails understanding and fulfilling one's obligations within society to prevent dysfunction. By acting in accordance with their roles, citizens contribute to the smooth functioning of the community." – Instructor D

3.3.2 Professional Values

Professional values refer to the values acquired from the different organizations and workplaces in the society. Humans develop a set of values from the practice of his or her profession. Professional values may differ, but it actualizes the mission and responsibility of each person in the society (Del-Castillo, 2013). Examples of these Filipino professional values are social acceptance, pakikisama, amor propio, economic security, and pagmamay-ari which are discovered, learned, and practice while an individual finds meaning in the workplace. In the interview, one participant mentioned that:

"Value that adheres to one's culture to foster harmonious environment to its citizens, in Philippine context, Pakikisama and Pagiging Makatao is really important" – Instructor B

The findings of study also narrowed down to the values that is expected to Filipino citizen must possessed in a democratic country.

3.4 Courses or Topics Taught to Instill Civic Skills

The discussion on the fourth research problem is the courses or topics taught to instill civic skills, the research study analyzed only one (1) theme, the social sciences.

3.4.1 Social Sciences

Social science is a systematized body of knowledge about human beings and society. It is a discipline in which it emphasized on the application of scientific methods and rigorous standards of evidence to the study of the humanity and the social world. Social science, therefore, is the field of science concerned with the studies of the social life of human groups and individuals. Knowledge of Social Sciences can help us improve our societies and we study on (1) how people put their societies together; (2) the impacts of their decisions about their societies; and (3) how societies should be put together. Participants stated on their interview that courses or topics that instill civic skills were:

"The good foundation for teaching civic education would be history, sociology, and political science. Students must t first understands the inner working of society and how people interact. In this way, students would easily develop their skills as they have the theoretical foundation of civic skills." – Instructor A

"Social Work, Human Rights, and Gender Studies" – Instructor B

"Primary Levels: Good Manners and Right Conduct; Basic Nationalism and Patriotism

Secondary Levels: Civics and Culture; Citizens Army Training

Tertiary Levels: Global Citizenship and Peace Education" – Instructor C

"To instill civic skills, I think the following subjects, courses, or topics should be taught: Social studies or social sciences, government and politics, global citizenship or the contemporary world." – Instructor D

The participants' answers supported the claim of Guilfoile et. al., (2014) that providing instructions in government, history, law, and democracy were effective in instilling civic skills.

It is also important to mention that controversial issues are excellent topics to be taught to develop civic skills. Ersoy (2013) revealed in his study that teaching about controversial issues in Social Studies programs is therefore vital for enhancing teachers' knowledge of their own capacities to teach about citizenship concerns, as well as, their ability to teach about controversial matters in their classrooms.

3.5 Teaching practices for effective civic learning

The discussion on the fifth research problem, the teaching practices for effective civic learning, the research study analyzed two (2) themes, namely, national values and professional values.

3.5.1 Experiential Learning

As mentioned by Guilfoile et. al., (2014), there were six (6) proven practices for effective civic learning. Experiential learning and offering extracurricular activities that allow young people to become involved in their schools or communities is one of these practices. As mentioned by the participants:

"I think immersion is the most effective teaching strategy to use in teaching civic skills. After all, the main reason why we teach civics is for students to use it in their respective communities and be good citizens. Doing immersion as part of experiential learning would strengthen the theoretical concepts that were thought in the classroom. Moreover, immersion would give them learning opportunities in using the theoretical concept in real-life scenarios." – Instructor A

"Application; Experiential Learning – It is best for students to appreciate the lesson, longer retention and instilling in their daily lives if they have seen or experienced the lesson or situation that was taught." – Instructor C

"Based on my teaching experience, the best teaching practices or strategies for effective civic learning are active learning, collaborative learning, and inquiry-based learning. By implementing these teaching practices and strategies, we, teachers can create a dynamic and engaging learning environment that fosters effective civic learning." – Instructor D

3.5.2 Voter Education

Voter education refers to educating voters on the fundamentals of taking part in elections (Polyas.com, n.d.). Doing voter's education and encouraging student to participate in simulations of democratic processes and procedures is another effective practice mentioned by Guilfoile et al., (2014). One participant said:

"Take advantage of the events, especially during elections to raise awareness on voter registration and informed decisions on voting." – Instructor B

5. DISCUSSION

The primary findings of this research indicate that Social Studies teachers at Mabalacat City College conceptualize democracy both as a structural system of government and as a normative political ideology. Participants viewed civic and citizenship education as a vital, lifelong process aimed at preparing students to be active, responsible members of their communities. These findings support the study's underlying premise that teachers' perspectives are shaped by a complex interplay of internal reflections and external institutional contexts, as suggested by the Civic Education Teachers' Knowledge Framework. When contextualized within the broader academic landscape, the participants' definitions of democracy as a government of the many align closely with traditional Philippine political scholarship. Furthermore, the emphasis on values such as *Pakikisama* and *Pagiging Makatao* mirrors established literature on the role of professional and cultural values in the Philippine workplace. However, a significant discrepancy was noted: while existing literature strongly advocates for the discussion of controversial issues to develop civic skills, no participants explicitly mentioned this strategy during their interviews. This highlights a potential gap between theoretical best practices and actual classroom implementation in local colleges.

This structural and ideological dualism directly ties back to United Nations Sustainable Development Goal (SDG) 4: Quality Education, specifically Target 4.7, which promotes global citizenship and human rights education. When educators struggle to bridge the gap between structural theory and lived democratic practice, Target 4.7 is compromised. This mirrors local scholarship within the Philippine archipelago; as noted by Agbarabar (2021) and Valdez (2022), civic education in local domains often suffers from a heavy reliance on macro-political concepts rather than localized community frameworks. By anchoring these concepts within the Civic Education Teachers' Knowledge Framework, this study proves that local college faculty require contextualized professional interventions to successfully convert global SDG indicators into actionable, values-driven localized teaching strategies.

The implications of these findings suggest that the quality of civic education is deeply tied to the alignment of a teacher's field of specialization. Practically, the study demonstrates that without specialized training in Social Studies education, the transition from theoretical democratic concepts to experiential classroom learning may be hindered. This bridges the

gap between empirical data and policy by suggesting that local government-funded institutions must prioritize faculty development and specialized loading to ensure that civic instruction moves beyond rote memorization toward meaningful engagement.

This study is subject to certain limitations, particularly regarding the sample size and setting. With only four full-time faculty members from a single local college, the generalizability of these findings to larger university systems or different geographical regions may be limited. Additionally, the reliance on self-reported data through interviews introduces potential response bias, as participants might provide answers that align with institutional expectations rather than their daily classroom realities.

For future inquiry, research should be expanded to include other domains of the Teachers' Knowledge Framework, such as teachers' specific knowledge of the civic curriculum and their students' own understandings of citizenship. Further studies could also explore the specific correlates between a teacher's educational attainment and their students' levels of civic engagement. Ultimately, this research underscores that the status of civic education in local colleges requires serious attention; only through the alignment of specialization and continuous pedagogical training can teachers effectively foster the democratic minds and attitudes necessary for the next generation of Filipino citizens.

6. CONCLUSION AND RECOMMENDATION

This study explored the critical intersection of teacher perspective and civic instruction, specifically addressing how Social Studies teachers at a local college navigate their roles within the Philippine higher education landscape. The findings provide a definitive answer to the primary research question: while teachers possess a robust conceptual understanding of democracy as both a governing structure and a moral ideology, their pedagogical execution is significantly influenced by the complex interplay of their professional specialization and institutional context. By mapping these views against a validated theoretical framework, the research successfully identified the variables—ranging from internal professional reflection to external curricular constraints—that dictate the current quality of civic instruction.

The implications of this work offer a vital contribution to the existing body of knowledge regarding Social Studies education in the local government-funded college setting. Academically, the study highlights a specialization gap, demonstrating that the goal of fostering active citizenship is often hampered when instructors lack a specific doctoral or foundational background in Social Studies education. For administrators and practitioners, the research establishes the practical necessity of aligning faculty expertise with multidisciplinary mandates and underscores the urgent need for pedagogical training that moves beyond rote theory into experiential and controversial-issue-based learning.

To ensure the continued vitality of civic instruction based on this evidence, several specific steps are necessary for future action. Institutions must prioritize the alignment of

faculty specialization, ensuring that those teaching Social Sciences possess the requisite academic background to provide deep pedagogical insights. Furthermore, there is a clear need for professional development that empowers teachers to integrate the discussion of controversial social and political issues, a strategy currently underutilized in the classroom. Finally, future inquiry should expand to include the student perspective, seeking to determine how these teacher-led strategies directly correlate with the development of student civic competence and understanding. Ultimately, this study serves as an authoritative call to action for local colleges to reorient their approach to teacher preparation, ensuring that civic education serves as a practical and powerful catalyst for a more engaged and democratic citizenry.

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