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CIVIC CONSCIOUSNESS AND NATIONALISM AMONG SENIOR HIGH SCHOOL LEARNERS

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ABSTRACT

This descriptive research determined the civic consciousness and nationalism among senior high school learners in the Municipality of Alimodian, Province of Iloilo, Philippines, for the School Year 2025-2026. The respondents were the 307 randomly selected senior high school learners who were classified according to age, sex, grade level, school size, and school location. These variables have an important bearing on the civic consciousness and nationalism among senior high school learners, which were the dependent variables of the study. Data on civic consciousness and nationalism were gathered using a researcher-made questionnaire based on different references, journals, and electronic resources, which have topics on the variables under study. The data gathering instrument was duly validated by experts and underwent reliability testing. Frequency count, percentage, mean, rank, t-Test, Analysis of Variance (ANOVA), or F-test, and Pearson r correlation were used in interpreting the data gathered for parametric sampling. The significance of the differences and relationships was tested at the 0.05 alpha. Findings revealed that the learners had a high level of civic consciousness and a very high level of nationalism. The results revealed that there were significant differences in the learners' level of civic consciousness when classified according to age. However, no significant differences existed in their level of nationalism when classified according to their age, sex, grade level, school size, and school location. Finally, learners' civic consciousness was significantly related to their level of nationalism.

KEYWORDS: Civic Consciousness, Nationalism, Senior High School Learners.

INTRODUCTION

Civic consciousness and nationalism are essential components of senior high school (SHS) education in the Philippines, particularly emphasized in the K-12 curriculum through subjects such as Araling Panlipunan (AP) and related courses like “Understanding Culture, Society, and Politics” and “Philippine Politics and Governance.” Despite the removal of Philippine History as a dedicated high school subject, the Department of Education (DepEd) has maintained that concepts of nationalism and civic identity are integrated across grade levels through a spiral curriculum approach (DepEd, 2022).

However, recent studies reveal gaps in the delivery of civic education, with only limited classroom hours dedicated to topics on civic engagement and citizenship, especially for non-HUMSS strands, thus raising concerns about the adequacy of students’ preparation for active participation in a democratic society (PIDS, 2023). Research findings highlight that SHS learners generally exhibit a sense of committed citizenship, expressing loyalty to cultural traditions, environmental stewardship, and community involvement (Portezo and Elicay, 2021). Furthermore, political awareness has been shown to have a strong positive relationship with civic engagement among SHS learners, underscoring the need for enhanced civic and political education in schools (Landig and Landig, 2024). Overall, while SHS students demonstrate positive attitudes toward civic consciousness and nationalism, there is a pressing need to improve civic education strategies to develop more politically aware and nationally engaged citizens.

Thus, the researcher would like to determine the civic consciousness and nationalism among Senior High School learners in the Municipality of Alimodian, Province of Iloilo, Philippines, for the School Year 2025-2026. Hence, this study will be conducted.

Statement of the Problem

This study aimed to determine the civic consciousness and nationalism among Senior High School learners in the municipality of Alimodian, Province of Iloilo, Philippines, for the School Year 2025-2026.

Specifically, the study answered the following questions:

1. What is the profile of the respondents in terms of age, sex, grade level, school location, and school size?
2. What is the level of learners’ civic consciousness when taken as a whole and when classified according to age, sex, grade level, school location, and school size?

3. What is the level of learners' nationalism when taken as a whole and when classified according to age, sex, grade level, school location, and school size?
4. Are there significant differences in the level of learners' civic consciousness when classified according to age, sex, grade level, school location, and school size?
5. Are there significant differences in the level of learners' nationalism when classified according to age, sex, grade level, school location, and school size?
6. Is there a significant relationship between learners' civic consciousness and nationalism?

METHODS

The study utilized a descriptive research design to determine the civic consciousness and nationalism among Senior High School learners in the Municipality of Alimodian, Iloilo, Philippines, during the School Year 2025–2026. The respondents consisted of 307 randomly selected learners from a total population of 1,321 coming from different public secondary schools in the municipality. A researcher-made questionnaire was used as the primary data gathering instrument, which included respondents' profile, civic consciousness, and nationalism. The instrument underwent content validation by experts and reliability testing through Cronbach's alpha, yielding reliability indices of .724 for civic consciousness and .793 for nationalism, indicating that the questionnaire was reliable. Data collection was conducted upon securing the necessary permissions from educational authorities, and the gathered data were processed using SPSS. Statistical tools such as percentage, frequency, mean, t-test, analysis of variance (F-test), and Pearson r were utilized to analyze the data and determine differences and relationships among the variables studied.

RESULTS AND DISCUSSIONS

Profile of the respondents in terms of age, sex, grade level, school size, and school location

Table 1 presents the profile of the respondents when classified according to their age, sex, grade level, school size, and school location. Out of the 307 respondents, 149 were aged 15-16, and the remaining 158 were aged 17-18. There were 162 males and 145 females, with 174 grade 11 learners and 133 in grade 12. When classified according to school location, 132 were from upland schools and 175 from the lowland schools. In terms of their school size, 120 learners were from small schools, 101 from medium schools, and 86 were from large schools.

Table 1. Profile of the Respondents.

Profile		Frequency	Percent
Age	15-16	149	48.5
	17-18	158	51.5
Sex	Male	162	52.8
	Female	145	47.2
Grade level	11	174	56.7
	12	133	43.3
School Location	Upland	132	43.0
	Lowland	175	57.0
School Size	Small	120	39.1
	Medium	101	32.9
	Large	86	28.0
Total		307	100.0

Learners' level of civic consciousness when taken as a whole

Table 2 presents the learners' level of civic consciousness when taken as a whole. The data showed that, as a whole, the learners' level of civic consciousness was *high* ($M=4.00$). This means that most of the learners are aware of their rights and responsibilities as citizens. This reflects that not all senior high school learners are aware of their rights and duties as citizens. Their awareness may be only because these are topics that are discussed in their Social Science classes. They, however, were knowledgeable about current national issues and events ($M=4.07$). Thus, there is a need for them to be provided with avenues to be made fully aware of their duties as citizens, especially since they are approaching the legal age where they will be expected to perform duties and responsibilities as citizens.

As cited by Suja and Sreelatha (2024), civic consciousness is the recognition that each citizen is for the society, and the genuine interests of the society are the interests of the citizen. Civic Consciousness of higher secondary students is an important aspect of their education and personal development.

It refers to their awareness, understanding, and active engagement in civic and social issues as well as their sense of responsibility towards their communities.

Table 2. Level of learners' Civic Consciousness when taken as a whole.

As a learner, I....	mean	desc
Am knowledgeable about current national issues and events	4.07	High
Understand the functions of local government units	4.06	High
Participate actively in the community or barangay program	4.04	High
Recognize laws that promote civic order and public safety	4.03	High
Value honesty and integrity in dealing with peers and teachers	4.02	High
Know the importance of voting in democratic processes	4.01	High
Show appreciation for Filipino heroes and their contributions	4.01	High
Am aware of the Philippine Constitution and its basic principles	3.99	High
Identify agencies involved in disaster risk reduction and response	3.98	High
Display discipline in following school and community rules	3.98	High
Demonstrate awareness of their rights and responsibilities as a citizen	3.96	High
Engage in discussions about social and political issues	3.96	High
Help organize classroom or school activities promoting citizenship	3.96	High
Demonstrate an understanding of historical events that have shaped the nation	3.95	High
Am knowledgeable of community rules and ordinances	3.95	High
Total	4.00	High

Legend: 1.00-1.80 Very Low (VL), 1.81-2.60 Low (L), 2.61-3.40 Moderate (M), 3.41-4.20 High (H), 4.21-5.00 Very High (VH)

Table 3 presents the level of learners' civic consciousness when classified according to age, sex, grade level, school location, and school size. The results showed that across variables, the senior high school learners had a *high* level of civic consciousness. It showed that only a few of them are aware of their rights and duties as citizens. Learners aged 17-18 and in grade 12 had the highest mean ($M=4.16$), which is an indication that their awareness of their duties and responsibilities as citizens is higher compared with those aged 15-16 and grade 11 ($M=3.83$). Learners from lowland and large schools also showed a higher level of civic consciousness ($M=4.01, 4.02$) respectively.

Table 3. Level of learners' civic consciousness when classified according to age, sex, grade level, school location, and school size.

Variables		Mean	Description
Age	15-16	3.83	High
	17-18	4.16	High
Sex	Male	4.00	High
	Female	4.00	High
Grade level	11	3.83	High
	12	4.16	High
School Location	Upland	3.99	High
	Lowland	4.01	High
School Size	Small	3.98	High
	Medium	3.99	High
	Large	4.02	High

Learners' level of Nationalism when taken as a whole

Table 4 presents the learners' level of nationalism when taken as a whole. The results revealed that the senior high school learners had a *very high* level ($M=4.58$) of nationalism. This means that all learners are loyal and devoted to the nation. Looking at the results, the learners expressed pride in being a Filipino ($M=4.64$). They manifested that they are knowledgeable about the history of the Philippines and recognized their roles in contributing to nation-building ($M=4.61$).

This confirms the results of the study of De Vera (2021), which revealed that respondents view and define patriotism as a civic duty and responsibility, a sacrifice, and as a way of life that helps them develop their sense of attachment to the country, national identity, and pride as a Filipino citizen. Moreover, their appreciation of the consequences of participation in the flag ceremony resulted in the development of self-discipline and respect for others, service orientation, and pride in being a Filipino, indicative of positive youth development.

Table 4. Learners' level of nationalism when taken as a whole.

As a learner, I....	Mean	Description
Express pride in being Filipino	4.64	Very high
Recognize the role of Filipinos in contributing to nation-building	4.61	Very high
Am knowledgeable about the history of the Philippines	4.61	Very high
Support campaigns to protect the country's sovereignty	4.60	Very high
Promote the use of Filipino products in school and in the community	4.59	Very high
Defend the Philippines when criticized unfairly by others	4.59	Very high
Understand the significance of Philippine Independence Day	4.59	Very high
Understand the importance of following national laws and policies	4.58	Very high
Support campaigns to preserve national heritage sites	4.58	Very high
Show respect for the Philippine flag and national anthem	4.57	Very high
Respect diverse Filipino ethnic groups and their customs	4.57	Very high
Value the preservation of the Filipino language	4.56	Very high
Display patriotic behavior during national events and holidays	4.54	Very high
Appreciate Filipino traditions and cultural practices	4.54	Very high
Demonstrate admiration for Filipino heroes and their sacrifices	4.53	Very high
Total	4.58	Very high

Table 5 presents the learners' level of nationalism when classified according to age, sex, grade level, school location, and school size. The results showed that across variables, the senior high school learners had a *very high* level of nationalism. Learners aged 17-18 had the highest mean score ($M=4.63$), followed by learners enrolled in lowland schools ($M=4.61$) and male respondents from small schools ($M=4.60$).

The findings align with the study of Ildefonso et al (2024), where the respondents' level of nationalism achieved a mean interpreted as high, likewise, a favorable interpretation for the

level of attitude towards history. Furthermore, the respondents have a high patriotic sentiment in strengthening their sense of nationalism. This research serves as a valuable contribution to understanding and instilling a sense of nationalism among the youth with history as its companion. The findings also align with the results in the study of Manugas (2024), which stated that the level of nationalism of the students was high. Third, there was a significant negative correlation between the level of nationalism and respondents' age. Younger students manifested a higher level of nationalism than the older ones. Moreover, there was a significant correlation between the level of nationalism and the respondents' socioeconomic status. The higher the socio-economic status, the higher the manifestation of the level of nationalism. Based on the findings of this paper, age and socio-economic status are determining factors in one's manifestation of nationalism in different directions.

Table 5. Learners' level of nationalism when classified according to age, sex, grade level, school location, and school size.

Variables		Mean	Description
Age	15-16	4.53	Very high
	17-18	4.63	Very high
Sex	Male	4.60	Very high
	Female	4.56	Very high
Grade level	11	4.57	Very high
	12	4.59	Very high
School Location	Upland	4.55	Very high
	Lowland	4.61	Very high
School Size	Small	4.60	Very high
	Medium	4.55	Very high
	Large	4.59	Very high

Significant differences in the level of learners' civic consciousness when classified according to age, sex, grade level, school location, and school size

Table 6 presents significant differences in learners' civic consciousness by age, sex, grade level, and school location. The results revealed that there were significant differences in the level of learners' civic consciousness when classified according to age ($t = -23.025$, $p = .000$), and grade level ($t = -23.079$, $p = .000$). This means that the level of learners' civic consciousness differs when their age and grade level were considered. Therefore, the null hypothesis that there are no significant differences in the level of learners' civic consciousness when classified according to age and grade level was rejected.

However, there were no significant differences in the level of learners' civic consciousness when classified according to sex ($t = -0.120$, $p = 0.452$), and school location ($t = -0.541$,

$p=0.294$). This means that the level of learners' civic consciousness did not significantly vary when their sex and school location were considered. Therefore, the null hypothesis that there are no significant differences in the level of learners' civic consciousness when classified according to sex and school location was not rejected.

This confirms the results of the study of De Vera (2021), which revealed that respondents view and define patriotism as a civic duty and responsibility, a sacrifice, and as a way of life that helps them develop their sense of attachment to the country, national identity, and pride as a Filipino citizen. Moreover, their appreciation of the consequences of participation in the flag ceremony resulted in the development of self-discipline and respect for others, service orientation, and pride in being a Filipino, indicative of positive youth development.

Table 6. Differences in the level of learners' civic consciousness when classified according to age, sex, grade level, and school location.

Profile		mean	t-value	p-value	remarks
Age	15-16	3.83	-23.025	0.000	Significant
	17-18	4.16			
Sex	Male	4.00	-0.120	0.452	Not significant
	Female	4.00			
Grade level	11	3.83	-23.079	0.000	Significant
	12	4.16			
School Location	Upland	3.99	-0.541	0.294	Not significant
	Lowland	4.01			

Table 7 presents significant differences in learners' civic consciousness by school size. The result showed no significant differences in the level of civic consciousness when classified by school size ($F=1.527$, $p=.219$). This means that the level of learners' civic consciousness did not vary when their school size was considered. Therefore, the null hypothesis that there are no significant differences in the level of learners' civic consciousness was not rejected.

The development of civic consciousness is an internal quality which is akin to the individual, hence, external variables like the size of school has no bearing in its development.

Table 7. Differences in the level of learners' civic consciousness when classified according to school size.

Variables	Sum of Square	df	Mean Square	F value	P value	Remarks
School Size	Between Group	.132	2	.066	1.527	.219
	Within Group	13.161	304	.043		
	Total	13.294	306			

Significant Differences in the level of learners' nationalism when classified according to age, sex, grade level, school location, and school size

Table 8 presents the significant differences in the level of learners' nationalism when classified according to age, sex, grade level, and school location. The results showed that there were no significant differences in the level of learners' nationalism when classified according to age ($t=-0.351$, $p=.363$), sex ($t=-0.018$, $p=.493$), grade level ($t=-0.450$, $p=.327$), and school location ($t=0.117$, $p=.454$). This means that the level of learners' nationalism did not differ when their age, sex, grade level, and school location were considered. Therefore, the null hypothesis that there are no significant differences in the level of learners' nationalism when classified according to age, sex, grade level, and school location was considered.

The findings align with the results of the study by Ildefonso et al (2024), which also indicates a significant difference in the respondents' level of nationalism in terms of sex, strands, and grade level, and level of attitude towards history with strands. However, there is no significant difference in terms of ethnicity, as such for terms of attitude towards history in terms of sex, grade level, and ethnicity. Moreover, there is a moderate positive correlation between the respondents' level of nationalism and attitude towards history.

Table 8. Differences in the level of learners' nationalism when classified according to age, sex, grade level, and school location.

Profile		mean	t-value	p-value	remarks
Age	15-16	4.53	-0.351	0.363	Not significant
	17-18	4.63			
Sex	Male	4.60	-0.018	0.493	Not significant
	Female	4.56			
Grade level	11	4.57	-0.450	0.327	Not significant
	12	4.59			
School Location	Upland	4.55	0.117	0.454	Not significant
	Lowland	4.61			

Table 9 presents the significant differences in the level of learners' nationalism when classified according to school size. The result revealed that there are no significant differences in the level of learners' nationalism when classified according to school size ($F=.249$, $p=.780$). This means that the level of learners' nationalism did not vary when their school size was considered. Therefore, the null hypothesis that there is no significant difference in the level of learners' nationalism when classified by school size was not rejected.

Additionally, Edralin and Garcia's (2021) study revealed that select university students have a high level of nationalism and social advocacy, and a strong, positive, significant relationship was found between the two variables. In addition to this, the direct relationship between both variables may indicate increased civic engagement, hence the recommendation of studying either variable in political activism amongst the youth or another field of university students in Metro Manila.

Table 9. Differences in the level of learners' nationalism when classified according to school size.

Variables		Sum of Square	df	Mean Square	F value	P value	Remarks
School Size	Between Group	.009	2	.004	.249	.780	Not Significant
	Within Group	5.233	304	.007			
	Total	5.241	306				

Significant relationship between the level of learners' civic consciousness and nationalism

Table 10 presents the significant relationship between the learners' level of civic consciousness and nationalism. The result showed that there was a significant relationship between the learners' level of civic consciousness and nationalism ($r=.256$, $p=.000$). This means that when the learners' civic consciousness is high, their nationalism is also high. Therefore, the null hypothesis that there is no significant relationship between the learners' level of civic consciousness and nationalism is rejected.

The result affirms the findings in the study of Landig and Landig (2024), which revealed that the respondents acknowledged that they were conscious of their civic consciousness variables and showed that they were engaged in community engagement. Moreover, it was revealed that there is a highly significant relationship between the respondents' awareness of political awareness, civic consciousness, and their perception of their community engagement. This means that if one is aware of the political matters, it contributes to their participation in the community.

Table 10. Significant relationship between learners' level of civic consciousness and nationalism.

Variables		Learners' civic consciousness	Learners' nationalism
Learners' civic consciousness	r		.256
	p		.000
	n		307
	Remarks		Significant
Learners' nationalism	r	.256	
	p	.000	
	n	307	
	Remarks	Significant	

Additionally, Edralin and Garcia's (2021) study revealed that select university students have a high level of nationalism and social advocacy, and a strong, positive, significant relationship was found between the two variables. In addition to this, the direct relationship between both variables may indicate increased civic engagement, hence the recommendation of studying either variable in political activism among the youth or another field of university students in Metro Manila.

CONCLUSIONS

Based on the findings, the following conclusions are formulated:

1. Most of the senior high school learners in the Municipality of Alimodian, Province of Iloilo, Philippines, are aware of their rights and responsibilities as citizens.
2. The senior high school learners in the Municipality of Alimodian, Province of Iloilo, Philippines, are loyal and devoted to the nation.
3. The age and grade level of the senior high school learners determine their level of civic consciousness, while their sex, school location, and school size do not.
4. The age, sex, grade level, school location, and school size do not determine their nationalism.
5. As the level of civic consciousness of the senior high school learners increases, their level of nationalism also increases.

Recommendations

The following recommendations were formulated based on the findings of the study:

Department of Education (DepEd) Officials. Based on the findings, DepEd officials may implement evidence-based strategies that teachers may utilize to improve the civic consciousness of the learners.

School Heads. Since there is a positive correlation between civic consciousness and nationalism among senior high school learners, the school heads may formulate programs and activities that may enhance civic consciousness among all learners. These may be integrated into the Araling Panlipunan subjects.

Teachers. Studies in civic consciousness and nationalism among senior high school learners can help teachers improve their teaching strategies by engaging learners in tasks that would enhance their civic consciousness and nationalism. They may come up with different ways to boost their learners' awareness of the affairs in the country, to lead in active participation in community-driven initiatives that may bring about change.

Learners. The result of this study may inform them of the need for them to be more aware of their duties and responsibilities as citizens of the Republic, and the need for this awareness to be enhanced.

Researcher. The researcher may present the results of this study for dissemination to all teachers and learners in the Municipality of Alimodian. This can be an eye-opener for them to work for the enhancement of civic consciousness among their learners.

Future Researchers. Future researchers may use this study as a source of related literature in their future research endeavors on civic consciousness and nationalism, not only among learners but also among teachers. Researchers can build upon existing literature, theories, and methodologies to explore new aspects of assessment, investigate different contexts, or address unanswered questions in the field. Future researchers can contribute to the validation process by replicating studies in different contexts or synthesizing findings across multiple studies to assess the robustness of conclusions.

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