

Article

Civic Engagement and Social Responsibility Among SHS Teachers in the City of Santa Rosa: Basis for Civic Consciousness Program

Rosalie Delmo De Vera¹, Alex S. Sanchez²

1. Student Researcher: University of Cabuyao (Pamantasan ng Cabuyao), Katapatan Mutual Homes, Brgy. Banay-banay, City of Cabuyao, Laguna 4025
 2. Research Adviser: University of Cabuyao (Pamantasan ng Cabuyao), Katapatan Mutual Homes, Brgy. Banay-banay, City of Cabuyao, Laguna 4025
- * Correspondence: ¹rosalie.devera@deped.gov.ph, ²alex.sanchez@deped.gov.ph

Citation: Vera R. D. D., Sanchez A. S. Civic Engagement and Social Responsibility Among SHS Teachers in the City of Santa Rosa: Basis for Civic Consciousness Program. *International Journal on Integrated Education (IJIE)* 2026, 9(1), 269-284.

Received: 20th Jan 2026Revised: 15th Feb 2026Accepted: 10th Mar 2026Published: 30th Mar 2026

Copyright: © 2026 by the authors. Submitted for open access publication under the terms and conditions of the Creative Commons Attribution (CC BY) license (<https://creativecommons.org/licenses/by/4.0/>)

Abstract: This study investigated the level of civic engagement and social responsibility among public Senior High School (SHS) teachers in Santa Rosa City during the Academic Year 2025–2026 as a basis for the development of a proposed Civic Consciousness Program. Specifically, the study examined the demographic profile of respondents in terms of age, sex, civil status, teaching experience, and assigned SHS strands or tracks. It further assessed the level of civic engagement in relation to active participation in governance and community life, as well as the level of social responsibility concerning ethical duties and accountability to society. A quantitative descriptive-correlational research design was employed, utilizing a researcher-made questionnaire administered to 207 public SHS teachers selected through stratified random sampling from a population of 241 teachers across ten public secondary schools in Santa Rosa City. Data were analyzed using frequency and percentage distribution, weighted mean, t-test, one-way analysis of variance (ANOVA), post hoc analysis, and Pearson Product-Moment Correlation Coefficient. Findings revealed that public SHS teachers demonstrated high levels of civic engagement and social responsibility, indicating strong participation in civic-related activities and commitment to ethical accountability. Significant differences were observed when grouped according to selected demographic variables, while a statistically significant positive relationship existed between civic engagement and social responsibility. The study concluded that teachers serve as vital agents of civic consciousness and social transformation. Consequently, the findings served as the basis for a proposed Civic Consciousness Program aimed at strengthening teachers' participation in civic and socially responsible initiatives.

Keywords: Civic Engagement, Social Responsibility, Senior High School Teachers, Civic Consciousness Program, Public Education, Santa Rosa City.

1. Introduction

Civic engagement and social responsibility are essential in promoting democratic participation, social cohesion, and inclusive community development. In the school setting, teachers play a vital role not only in developing students' academic competence but also in shaping their values, attitudes, and sense of citizenship. As role models, teachers who demonstrate civic values are more likely to inspire learners to become responsible, ethical, and community-oriented individuals. Civic engagement among teachers may be seen through their participation in governance, advocacy, volunteerism, outreach programs, and community development activities. As emphasized by

Angwaomaodoko, educators are influential agents in fostering civic consciousness among learners, reinforcing the role of schools in nation-building and democratic development [1].

Educational institutions provide important spaces where civic engagement and social responsibility can be practiced and strengthened. Through school programs, service-learning activities, community outreach, partnerships, and advocacy initiatives, teachers are able to model volunteerism, social responsibility, and democratic values. Existing studies have shown that school climate, institutional policies, leadership support, and professional competencies influence the extent of teachers' involvement in civic and socially responsive activities. Teacher-led civic initiatives also create meaningful opportunities for students and stakeholders to experience responsible community participation [2]. In addition, contemporary teaching approaches encourage educators to integrate civic learning into classroom experiences, helping students develop social awareness, ethical reflection, and participatory skills needed for responsible citizenship [3].

In the Philippine context, civic engagement and social responsibility are strongly supported by legal and institutional mandates. The 1987 Philippine Constitution emphasizes that education should promote patriotism, nationalism, moral character, respect for human rights, and civic consciousness, particularly under Article XIV, Section 3. These principles are further supported by laws such as the Local Government Code of 1991 and Republic Act No. 10742, which encourage community participation, youth leadership, and engagement in local governance. However, despite these mandates, teachers continue to face challenges such as heavy workloads, limited institutional support, resource constraints, and few structured opportunities for civic participation beyond their academic duties. Moreover, while many studies have focused on civic engagement among students and youth, fewer have examined the civic roles and social responsibility of Senior High School teachers, especially in urban Philippine settings such as Santa Rosa City. This gap highlights the need to examine the level of civic engagement and social responsibility among public SHS teachers in Santa Rosa City during the Academic Year 2025–2026 as a basis for developing a Civic Consciousness Program.

This study is anchored on Putnam's Social Capital Theory, which explains the importance of social networks, trust, cooperation, and shared norms in strengthening civic participation and collective action [4]. The theory suggests that communities with strong relationships and active participation are more likely to demonstrate higher levels of civic engagement and social responsibility. In the educational setting, social capital reflects the ability of teachers, administrators, local organizations, and community stakeholders to work together toward school and community development. Angwaomaodoko used this theory to explain how educators' collaborative relationships and institutional support influence civic participation and community involvement [1]. In the present study, Social Capital Theory provides a suitable lens for understanding how teachers' professional relationships, school culture, and community linkages shape their participation in civic programs, volunteer work, advocacy efforts, and socially responsible practices. Thus, it supports the study's aim of understanding the civic engagement and social responsibility of public SHS teachers in Santa Rosa City and of developing a program that strengthens their role as models of civic consciousness.

1.1. Civic Engagement and Social Responsibility

The reviewed literature highlights the changing role of teachers in contemporary Philippine education, where they are no longer viewed only as transmitters of academic knowledge but also as important agents of civic consciousness, social responsibility, and community empowerment. This expanded role is aligned with the broader view that schools serve as vital institutions in strengthening democratic values and responsible citizenship. In the Philippine setting, this expectation is supported by legal and

professional frameworks, including the Magna Carta for Public School Teachers, which emphasizes the responsibility of educators in developing learners into productive, ethical, and socially responsible citizens. In this context, the demographic profile of teachers, particularly in terms of age, sex, civil status, length of teaching experience, and assigned SHS strands or tracks, becomes important in understanding how teachers participate in school and community life. Previous studies have shown that these personal and professional characteristics influence teachers' adaptability, confidence, professional engagement, and institutional participation. However, while these studies provide useful insights into teacher performance and professional development, they do not fully explain how such demographic factors relate to civic engagement and social responsibility among public Senior High School teachers.

Several studies further emphasize that teachers' demographic characteristics are linked to their professional readiness, instructional competence, and participation in school activities. For instance, age and years of teaching experience are often associated with teachers' ability to manage classroom situations, adjust to curriculum demands, and respond to institutional responsibilities. Research findings suggest that more experienced teachers tend to demonstrate stronger professional confidence and effectiveness, while demographic factors such as sex and specialization may also affect work attitudes and school participation. Similarly, demographic profiling of public-school teachers in the Philippines has shown that many educators differ in terms of civil status, length of service, and work-life experiences, which may influence their level of engagement in school-related functions. Despite these findings, most existing studies focus on instructional performance, curriculum readiness, workforce conditions, and professional competence rather than teachers' civic roles. This reveals a clear gap in understanding how the demographic profile of public SHS teachers, including their assigned strands or tracks, may shape their civic consciousness, community involvement, and sense of accountability to society.

The literature also shows that civic engagement among teachers is strongly connected to their active participation in governance and community life. Teachers who take part in decision-making, school governance, outreach programs, advocacy activities, and community initiatives help strengthen collaboration between schools and their surrounding communities. Such participation allows educators to model democratic values, responsible citizenship, and public service for their learners. Studies have found that teachers who are involved in governance and community-based activities show stronger commitment to institutional development, participatory practices, and social improvement [5]. Likewise, civic participation helps teachers become agents of change by allowing them to contribute to policy discussions, local programs, and social initiatives that respond to community needs. However, many of these studies were conducted in broader educational settings and did not focus specifically on public Senior High School teachers. They also rarely link teachers' civic engagement to the development of a civic consciousness program, which makes the present study relevant in the Santa Rosa City context.

Research literature likewise supports the importance of teacher participation in governance and community engagement as part of educational development. Studies on school-community participation show that teachers who collaborate with stakeholders contribute to improved school planning, program implementation, and institutional responsiveness. Other findings suggest that teacher involvement in community-related activities strengthens public service, outreach participation, and school-community partnerships. Governance participation has also been linked to better organizational planning, stronger institutional meetings, and more effective implementation of school programs. In addition, broader evidence indicates that civic-related engagement among educators promotes collaborative learning, community participation, and public responsiveness [6]. Nevertheless, these studies often treat participation as part of school

management or community involvement rather than as a distinct and measurable dimension of civic engagement. Most of them also do not focus on public SHS teachers in the Philippine setting, leaving a contextual gap that the present study seeks to address.

The reviewed literature further explains that social responsibility among teachers is grounded in ethical duties and accountability to society. Teachers are expected to demonstrate fairness, integrity, moral commitment, and responsible professional conduct in dealing with learners, colleagues, families, and the wider community. Ethical responsibility shapes how educators make decisions, guide students, and respond to social issues within and beyond the classroom. Scholars emphasize that teachers play a major role in promoting moral understanding, responsible behavior, and socially responsive learning environments. Professional standards also stress that educators must uphold integrity, fairness, and accountability as part of their duty to educational institutions and society. Related studies show that professional accountability is influenced by ethical standards and is reflected in teachers' conduct, community engagement, and commitment to educational quality. However, much of the existing literature focuses on ethics, professional conduct, or classroom-based moral guidance rather than directly measuring the level of social responsibility among public SHS teachers.

Empirical studies on social responsibility confirm that teachers' ethical commitment and accountability contribute to institutional trust, learner welfare, community responsiveness, and educational effectiveness. Teachers who demonstrate strong ethical awareness are more likely to act responsibly, participate in socially beneficial activities, and maintain public confidence in educational institutions. These studies suggest that socially responsible teachers do not limit their role to instruction; instead, they extend their professional responsibilities to include concern for learners, schools, communities, and society as a whole. However, despite their relevance, previous investigations generally focused on professional ethics, workplace accountability, institutional performance, or teacher professionalism rather than social responsibility as a measurable construct among public Senior High School teachers. Moreover, limited localized studies have examined the civic engagement and social responsibility of SHS teachers in Santa Rosa City. This gap supports the need for the present study, which aims to determine the levels of civic engagement and social responsibility among public SHS teachers as a basis for developing a Civic Consciousness Program [7], [8], [9], [10], [11].

1.2. Research Questions

This study aimed to examine the levels of civic engagement and social responsibility among senior high school (SHS) teachers in Santa Rosa City as a basis for the development of a Civic Consciousness Program. Specifically, it sought to answer the following questions:

1. What is the demographic profile of the respondents in terms of:
 - 1.1. age;
 - 1.2. sex;
 - 1.3. civil status
 - 1.4. length of teaching experience number of years); and
 - 1.5. assigned SHS strands/tracks?
2. What is the level of civic engagement of public SHS teachers in terms of active participation in governance and community life?
3. What is the level of social responsibility of public SHS teachers in terms of ethical duties and accountability to society?
4. Is there a significant difference in the level of civic engagement of public SHS teachers when grouped according to demographic profile?
5. Is there a significant difference in the level of social responsibility of public SHS teachers grouped according to demographic profile?

6. Is there a significant relationship between the level of civic engagement and the level of social responsibility of public SHS teachers?
7. Based on the findings of the study, what Civic Consciousness Program may be proposed to enhance the civic engagement and social responsibility of public SHS teachers in Santa Rosa City?

2. Materials and Methods

2.1. Research Design

The study used a descriptive-correlational research design within a quantitative research approach to examine the level of civic engagement and social responsibility among public Senior High School teachers. The descriptive aspect of the design allowed the researcher to assess the current status, patterns, and extent of teachers' participation in civic activities and their socially responsible practices within school and community settings. Through structured survey instruments and numerical data analysis, the study aimed to gather objective and measurable data that reflect the respondents' perceptions and experiences. Meanwhile, the correlational aspect was used to determine whether a significant relationship exists between civic engagement and social responsibility without manipulating the respondents' natural environment. This approach helped identify the degree and direction of association between the two variables, particularly whether higher civic engagement is linked with stronger social responsibility. As Creswell explained, quantitative and correlational research are appropriate when a study seeks to measure variables statistically, describe trends, and examine relationships without establishing direct causality. Thus, the chosen design provided a systematic, objective, and reliable way to understand the civic participation and social responsibility of public SHS teachers in their real educational and community contexts [12], [13], [14], [15], .

2.2. Respondents of the Study

The respondents of the study were 207 public Senior High School teachers from a target population of 241 teachers across ten participating public secondary schools in the Schools Division of Santa Rosa City during the Academic Year 2025–2026. These teachers handled core, applied, and specialized subjects under the Senior High School curriculum, making them suitable participants because of their important role in promoting not only academic learning but also civic consciousness, social responsibility, and community involvement among students. The inclusion of teachers from different schools allowed the study to capture varied experiences, perspectives, and professional practices shaped by different institutional settings. To ensure the relevance and accuracy of the data, only licensed public SHS teachers who were actively teaching during the conduct of the study were included, while those on leave, temporarily reassigned, or not directly involved in classroom instruction were excluded. The participation of 207 respondents provided a strong representation of the target population, helping improve the reliability, credibility, and contextual relevance of the findings regarding civic engagement and social responsibility among public SHS teachers.

2.3. Sampling Design

The study employed stratified random sampling to select the respondents from public Senior High Schools within the Schools Division of Santa Rosa City. In this approach, the target population of teachers was divided into strata based on their respective schools to ensure that each participating institution was proportionally represented. This probability-based technique helped minimize selection bias and allowed the study to reflect the different school contexts, experiences, and perspectives of public SHS teachers across the division. To ensure that the sample was valid and relevant to the purpose of the study, only licensed professional public-school teachers who were actively teaching under permanent, provisional, or contractual status and officially assigned to

core, applied, or specialized tracks during the Academic Year 2025–2026 were included. Through this systematic process, the study obtained a representative and contextually appropriate sample that could provide meaningful data on civic engagement and social responsibility among public SHS teachers in Santa Rosa City.

Table 1. Distribution of Respondents Based on Population.

Public Senior High School	Population (N)	Respondents (n)	Percentage (%)
Balibago Integrated National High School	44	38	18.36
Southville IV National High School	28	24	11.59
Leon C. Arcillas National High School	35	30	14.49
Pulong Santa Cruz National High School	21	18	8.70
Aplaya National High School	30	26	12.56
Santa Rosa Science and Technology High School	26	22	10.63
Don Jose Integrated High School	26	22	10.63
Sinalhan Integrated High School	22	19	9.18
Santo Domingo Integrated High School	9	8	3.86
Labas Senior High School	23	20	10.00*
Total	241	207	100.00

2.4. Research Instrument

The study used a researcher-made questionnaire as the primary instrument for gathering quantitative data on the civic engagement and social responsibility of public Senior High School teachers. The questionnaire was designed in line with the objectives of the study and was organized into sections covering the respondents' demographic profile, including age, sex, years of teaching experience, and assigned SHS strand, as well as the major variables of civic engagement and social responsibility. The civic engagement section focused on teachers' individual and collective participation in community activities, civic duties, and socially beneficial initiatives, while the social responsibility section assessed their ethical orientation, accountability, professional conduct, and commitment to social welfare. A four-point Likert scale was used to encourage clear and definite responses by removing the neutral option, which helped reduce central tendency bias and improve the consistency and interpretability of the data. To ensure face and content validity, the questionnaire was reviewed by a panel of experts in educational research and the social sciences, who evaluated the clarity, relevance, coherence, and alignment of the items with the study's objectives. Their recommendations were incorporated to improve the wording, sequencing, and contextual appropriateness of the instrument. After validation, the questionnaire was pilot-tested among non-respondent public school teachers from a nearby school division, and Cronbach's Alpha was computed to determine its reliability. The results indicated a high level of internal consistency, confirming that the instrument was suitable and reliable for collecting data in the actual study.

Table 2. Scoring Criteria and Verbal Interpretation.

Scale Range	Verbal Interpretation	Equivalent Extent
3.25 – 4.00	Strongly Agree	Very High Extent
2.50 – 3.24	Agree	High Extent
1.75 – 2.49	Disagree	Low Extent
1.00 – 1.74	Strongly Disagree	Very Low Extent

2.5. Data Gathering Procedure

The data gathering procedure began after the researcher secured official approval from the Graduate School of Pamantasan ng Cabuyao and submitted a formal request to the Office of the Schools Division Superintendent of Santa Rosa City. Once the division endorsement was granted, the researcher coordinated with the principals and school heads of the ten participating secondary schools to facilitate the administration of the questionnaires. The researcher personally distributed the instruments using a mixed-mode approach, which included printed questionnaires given directly to school faculties and Google Forms for teachers with internet access, making the process more flexible and responsive to teachers' varying schedules. Data collection was completed within approximately four weeks. Throughout the process, ethical standards were carefully observed by informing the respondents about the academic purpose of the study, ensuring that participation was voluntary, and protecting the confidentiality, privacy, and anonymity of all responses in accordance with the Data Privacy Act of 2012 (Republic Act No. 10173).

2.6. Statistical Treatment of Data

The data gathered from the respondents were encoded, cleaned, and analyzed using appropriate descriptive and inferential statistical tools to answer the research questions and test the null hypotheses of the study. Frequency and percentage distribution were used to describe the demographic profile of the public Senior High School teachers in terms of age, sex, teaching experience, and assigned strand. Weighted mean was applied to determine the baseline levels of civic engagement and social responsibility among the respondents. To examine significant differences in civic engagement and social responsibility when grouped according to demographic profile, an independent samples t-test was used for variables with two groups, such as sex, while one-way analysis of variance (ANOVA) was used for variables with three or more groups. When significant differences were found, post-hoc tests such as Scheffé or Tukey's Honestly Significant Difference (HSD) test were used to identify the specific group differences, particularly for continuous ordinal groupings such as teaching experience. Finally, the Pearson product-moment correlation coefficient was used to determine whether a significant relationship existed between civic engagement and social responsibility, allowing the researcher to examine how the two major variables were associated.

3. Results and Discussions

Table 3. Demographic profile of the respondents.

Profile	Description	Frequency	Percentage
Age	20–29	115	55.60%
	30–39	39	18.80%
	40–49	40	19.30%
	50–59	11	5.30%
	60 and above	2	1.00%
	Total	207	100.00%
Sex	Male	74	35.70%
	Female	133	64.30%
	Total	207	100.00%
Civil Status	Single	124	59.90%
	Married	69	33.30%
	Legally Separated	6	2.90%
	Widowed	8	3.90%
	Total	207	100.00%
Teaching Experience	1–5 years	95	45.90%

	6–10 years	70	33.80%
	11–15 years	30	14.50%
	16 years and above	12	5.80%
	Total	207	100.00%
Assigned SHS Strands/Tracks	Academic Track	167	80.70%
	Technical-Vocational-Livelihood (TVL)	14	6.80%
	Sports Track	9	4.30%
	Arts and Design Track	6	2.90%
	Multi-Track	11	5.30%
	Total	207	100.00%

The findings show that the public SHS teaching workforce in Santa Rosa City is largely composed of younger and early-career educators. Most respondents belong to the 20–29 age group, while only a small number are aged 50 years and above. In terms of teaching experience, many teachers have served for only 1–5 years, with relatively few having 16 years or more in the profession. This suggests that the participating schools are mainly staffed by young professionals who may be more open to modern teaching strategies, technology-based instruction, and innovative classroom practices. However, the limited number of older and highly experienced teachers may also mean fewer opportunities for mentorship, institutional memory, and professional guidance within schools. These results are consistent with Villasmil, who emphasized that age and years of teaching experience influence teachers' adaptability, classroom management, professional confidence, and institutional participation. Similarly, Orines et al. reported that public-school teachers are often represented by younger and middle-adult age groups, while Uy found that teaching experience affects teachers' behavioral competencies, instructional effectiveness, and school engagement. Although these studies support the present findings, they mainly focused on instructional competence, work-life balance, and professional performance rather than civic engagement and social responsibility.

The respondents' profile also shows that female and single teachers comprise the majority of public SHS educators in Santa Rosa City. The predominance of female teachers reflects the continuing trend that the teaching profession remains largely occupied by women, which may influence school culture, collaboration, learner support, and participation in institutional activities. At the same time, the higher number of single teachers may suggest a workforce with potentially greater flexibility in joining school programs, community initiatives, and other professional responsibilities beyond classroom instruction. However, the lower representation of male, married, legally separated, and widowed teachers may also limit the range of perspectives shaped by different gender roles, family responsibilities, and life experiences. These findings are supported by Marcia, who noted that sex influences teachers' institutional participation, professional engagement, and workplace adjustment, particularly among female educators. Jalos also emphasized that civil status contributes to teachers' institutional experiences, responsibilities, and professional growth. Likewise, Orines et al. reported that Philippine public-school teachers are predominantly female and vary in civil status, with these demographic characteristics influencing work-life balance and professional participation. However, these studies did not directly examine how sex and civil status relate to teachers' civic engagement and social responsibility, which remains a significant gap addressed by the present study.

In terms of assigned SHS strands or tracks, most respondents are assigned to the Academic Track, while fewer teachers belong to Technical-Vocational-Livelihood, Sports, Arts and Design, and Multi-Track assignments. This indicates that the public SHS teaching workforce in Santa Rosa City is strongly concentrated in academic specializations such as

HUMSS, STEM, ABM, and GAS. Such a profile may contribute to a school environment that emphasizes critical thinking, theoretical learning, communication, and academic preparation. However, the smaller number of teachers in non-academic and specialized tracks may suggest limited diversity in pedagogical expertise and professional experiences across different learning areas. Assigned strand or track may also shape teachers' instructional approaches, school involvement, and participation in civic or socially responsible activities. This finding is supported by Jalos, who explained that professional variables and assigned responsibilities influence teachers' institutional experiences and developmental needs. It is also reinforced by Bermudez et al., who found that teachers' specialization affects instructional readiness, curriculum implementation, and professional preparedness. Still, both studies focused more on teacher development and curriculum readiness rather than on how specialization may influence civic engagement, governance participation, and social responsibility among public SHS teachers.

Table 4. Levels of Civic Engagement of Public SHS Teachers Aligned with Institutional Output Components.

Civic Engagement Indicators	Mean	SD	Verbal Interpretation
1. Regularly participate and vote in national, local, and school elections.	3.56	0.619	Very High Extent
2. Join or attend public forums, consultations, or meetings to discuss local policy issues.	3.29	0.639	Very High Extent
3. Volunteer time or expertise to non-political, school-initiated community service projects (e.g., <i>Brigada Eskwela</i> , outreach).	3.46	0.637	Very High Extent
4. Donate resources (money, goods) to support local social causes or disaster relief efforts.	3.28	0.658	Very High Extent
5. Exercise protected professional civic liberty to express informed opinions on community issues via official letters, petitions, or open communications.	3.14	0.725	High Extent
6. Actively monitor the performance of elected officials or government agencies (e.g., via news or social media).	3.29	0.639	Very High Extent
7. Maintain active membership and volunteer lines in non-school civic organizations, neighborhood associations, or civil society groups.	3.12	0.710	High Extent
8. Encourage, facilitate, and mentor student involvement in civic activities and youth governance mechanisms (e.g., student councils).	3.36	0.629	Very High Extent
Overall Composite Mean	3.31	0.477	Very High Extent

Table 5. Level of Social Responsibility of Public SHS Teachers.

Social Responsibility Indicators	Mean	SD	Verbal Interpretation
1. Consistently model and promote environmentally responsible behavior (e.g., recycling, energy conservation) in and out of school.	3.38	0.585	Very High Extent

2. Integrate discussions on ethical behavior and social problems relevant to the Philippines into my lessons.	3.38	0.657	Very High Extent
3. Feel a strong personal obligation to help address problems faced by marginalized or vulnerable groups in the community.	3.31	0.600	Very High Extent
4. Strictly adhere to professional codes of conduct and ethical standards in all work-related and public engagements.	3.33	0.660	Very High Extent
5. Actively promote respect for cultural diversity, gender equality, and inclusion among my students and colleagues.	3.48	0.606	Very High Extent
6. Take the initiative to report or correct observable wrongdoing or injustice in the school or community whenever feasible.	3.41	0.566	Very High Extent
7. Guide students in reflecting on their social values and ethical duties as responsible citizens.	3.56	0.579	Very High Extent
8. Believe that my role as an educator extends beyond the classroom to include promoting the common good of society.	3.48	0.598	Very High Extent
Overall Composite Mean	3.42	0.458	Very High Extent

The findings reveal that public SHS teachers demonstrated a very high extent of civic engagement, showing that they are strongly involved in civic-related responsibilities and community-oriented activities. Their highest engagement was seen in regular participation and voting in national, local, and school elections, followed by their willingness to volunteer time or expertise in school-initiated community service projects. This suggests that teachers value democratic participation and are active in civic duties that are formally connected to schools and public institutions. However, their relatively lower engagement in maintaining active membership in non-school civic organizations and expressing informed civic opinions may indicate that teachers are more comfortable participating in structured or institutionally supported civic activities than in independent civic spaces. Overall, the results imply that civic engagement among public SHS teachers is already evident in their professional practice, but it may still be strengthened by creating more opportunities for participation beyond school-based activities.

This finding is supported by Molina, who emphasized that teachers who participate in school governance and community-based initiatives tend to show stronger commitment to participatory practices and civic development. Teachers who engage in governance-related activities are also more likely to contribute to decision-making processes and build stronger relationships with their communities. In the same way, Sompron found that active teacher participation in governance and collaborative decision-making improves institutional relationships and school-community engagement. These studies affirm the present finding that public SHS teachers show a very high level of civic engagement, especially in elections, school participation, volunteerism, and structured civic initiatives. However, both studies focused more on general educational settings, school management, and stakeholder participation rather than specifically measuring civic engagement among public Senior High School teachers or using the findings as a basis for developing a civic consciousness program.

The findings also show that public SHS teachers demonstrated a very high extent of social responsibility, reflecting their strong ethical commitment and accountability as educators. Teachers showed the highest level of responsibility in guiding students to reflect on their social values and ethical duties as responsible citizens, followed by their

promotion of cultural diversity, gender equality, inclusion, and the belief that teaching extends beyond the classroom toward serving the common good. This indicates that teachers recognize their role not only as academic instructors but also as moral guides and contributors to social welfare. Although all indicators were rated very high, the slightly lower result on helping address the concerns of marginalized or vulnerable groups suggests an area where deeper social involvement may still be encouraged. These findings are consistent with Cronqvist, who stressed that educators have the responsibility to guide learners toward moral understanding and socially appropriate behavior, and with Rahman, who found that teachers with strong social responsibility show greater commitment to ethical conduct, community responsiveness, learner welfare, and public trust. Still, both studies focused more on moral guidance, professional behavior, and workplace accountability rather than directly assessing social responsibility among public SHS teachers, which highlights the relevance of the present study.

Table 6. Significant Differences in the Level of Civic Engagement When Grouped According to Demographic Profile.

Profile	F-value / t-value	p-value	Decision on	Interpretation
Age	0.825	.511	Failed to Reject	Not Significant
Sex	-0.445	.657	Failed to Reject	Not Significant
Civil Status	1.499	.216	Failed to Reject	Not Significant
Teaching Experience	3.219	.024	Reject	Significant
Assigned SHS Strands/Tracks	0.627	.644	Failed to Reject	Not Significant

Note. Significance level is set at $p < .05$.

The findings show that public SHS teachers generally demonstrated similar levels of civic engagement regardless of age, sex, civil status, and assigned SHS strands or tracks, as no statistically significant differences were found across these demographic variables. This suggests that teachers' participation in governance, community-related activities, and civic responsibilities may be commonly shared across different personal and professional backgrounds. In other words, civic engagement appears to be a collective professional behavior among public SHS teachers rather than something strongly shaped by demographic distinctions. However, teaching experience showed a statistically significant difference, indicating that years of service may influence how teachers engage in civic-related responsibilities. Teachers with longer experience may have greater institutional familiarity, stronger professional confidence, and more opportunities to participate in governance and community activities, making teaching experience an important factor in understanding civic engagement.

This result is supported by Villasmil, who emphasized that years of teaching experience influence teachers' professional confidence, instructional adaptability, and institutional participation. Experienced teachers are often more capable of handling professional obligations and becoming involved in school-related responsibilities, which aligns with the finding that teaching experience significantly affects civic engagement among public SHS teachers in Santa Rosa City. Similarly, Mpiti found that teaching experience contributes to differences in teachers' professional effectiveness and institutional involvement, as educators with greater experience tend to show stronger confidence and participation in professional responsibilities. However, both studies focused mainly on instructional competence, educational performance, and learner outcomes rather than directly examining civic engagement and social responsibility. This highlights the relevance of the present study, as it addresses the gap by focusing

specifically on how demographic factors, especially teaching experience, relate to civic engagement among public SHS teachers.

Table 7. Post Hoc Analysis on Teaching Experience in Terms of Civic Engagement.

Years of Experience Comparison	Mean Difference	<i>p</i> -value	Decision on	Interpretation
1–5 years vs. 6–10 years	0.166	.173	Failed to Reject	Not Significant
1–5 years vs. 11–15 years	0.251	.093	Reject	Significant
1–5 years vs. 16 years and above	0.032	.997	Failed to Reject	Not Significant
6–10 years vs. 11–15 years	0.085	.876	Failed to Reject	Not Significant
6–10 years vs. 16 years and above	0.198	.611	Failed to Reject	Not Significant
11–15 years vs. 16 years and above	0.283	.376	Failed to Reject	Not Significant

Note. The pairwise comparison relies on standard post-hoc evaluation matrices to isolate group differences.

The post hoc analysis showed that civic engagement among public SHS teachers was generally similar across most teaching experience groups, as most pairwise comparisons did not show statistically significant differences. However, a significant difference was observed between teachers with 1–5 years and those with 11–15 years of teaching experience, suggesting that civic engagement may vary between early-career and mid-career educators. This implies that while teachers generally participate in governance and community-related activities regardless of years in service, those with longer professional exposure may have developed stronger institutional familiarity, wider professional networks, and greater confidence in joining civic and school-community initiatives. The finding is supported by Villasmil, who emphasized that years of teaching experience influence teachers' instructional adaptability, professional confidence, and institutional participation. It is also reinforced by Uy, who found that teaching experience significantly affects teachers' behavioral competencies, professional effectiveness, and school engagement. However, both studies focused more on instructional competence, behavioral performance, and professional functioning rather than directly examining civic engagement and social responsibility, which highlights the relevance of the present study in addressing this gap among public SHS teachers.

Table 8. Significant Differences in the Level of Social Responsibility When Grouped According to Demographic Profile.

Profile	<i>F</i> -value / <i>t</i> -value	<i>p</i> -value	Decision on	Interpretation
Age	0.886	.473	Failed to Reject	Not Significant
Sex	-0.131	.896	Failed to Reject	Not Significant
Civil Status	1.536	.206	Failed to Reject	Not Significant
Teaching Experience	1.728	.163	Failed to Reject	Not Significant
Assigned SHS Strands/Tracks	1.070	.372	Failed to Reject	Not Significant

Note. *n* = 207. Variance tested at a .05 level of significance.

The findings show that there were no statistically significant differences in the level of social responsibility among public SHS teachers when grouped according to age, sex, civil status, teaching experience, and assigned SHS strands or tracks. This means that

teachers demonstrated similar levels of ethical accountability, professional responsibility, and commitment to societal welfare regardless of their personal or professional background. The result suggests that social responsibility is not strongly shaped by demographic characteristics but is instead commonly shared among teachers as part of their professional role. It also implies that public SHS teachers collectively uphold ethical duties, fairness, accountability, and concern for the welfare of learners and society, reflecting a shared sense of responsibility within the educational setting.

This finding is supported by the Teaching Council, which emphasized that educators are expected to demonstrate integrity, fairness, and accountability in fulfilling their duties to society and educational institutions, regardless of their individual background. It is also reinforced by Morales, who found that teachers with strong accountability and ethical commitment contribute positively to institutional effectiveness and community welfare. These studies align with the present finding that public SHS teachers show consistent levels of social responsibility across all demographic categories. However, the Teaching Council focused mainly on professional standards and codes of conduct, while Morales concentrated on institutional performance and professional conduct rather than examining social responsibility according to demographic variables. This highlights the relevance of the present study, particularly in providing localized evidence on social responsibility among public Senior High School teachers.

Table 9. Significant Relationship Between Civic Engagement and Social Responsibility.

Variables	Pearson <i>r</i>	<i>p</i> - value	Decision on	Interpretation
Civic Engagement and Social Responsibility	0.71	.000	Reject	Significant

Note. *n* = 207. Correlation is significant at the .01 level (2-tailed).

The findings revealed a statistically significant and strong positive relationship between civic engagement and social responsibility among public SHS teachers. This means that teachers who show higher levels of participation in governance, community activities, volunteerism, and other civic-related initiatives also tend to demonstrate stronger ethical accountability, social commitment, and responsibility toward learners, schools, and society. The result suggests that civic engagement and social responsibility are closely connected aspects of teachers' professional identity. When teachers are actively involved in civic life, they are more likely to become socially responsive, inclusive, and accountable in their roles. In the same way, teachers who possess a strong sense of social responsibility may also be more motivated to participate in civic actions that contribute to school improvement and community welfare.

This finding is supported by Reyes, who emphasized that educators who actively engage in civic activities contribute to democratic participation, institutional development, and social initiatives [5]. It is also reinforced by Rahman, who found that teachers with stronger social responsibility demonstrate greater commitment to ethical conduct, community responsiveness, learner welfare, and institutional trust. These studies align with the present finding that civic engagement and social responsibility are positively related among public SHS teachers in Santa Rosa City. However, Reyes focused more on teacher leadership and institutional participation [5]. Rahman concentrated on professional behavior and workplace accountability. Neither study directly examined the relationship between civic engagement and social responsibility as measurable variables among public Senior High School teachers, which highlights the importance of the present study in addressing this contextual gap.

4. Conclusion

Based on the summary of significant findings, the following precise and concise conclusions are drawn:

The study concludes that public SHS teachers in Santa Rosa City are predominantly composed of young, female, single, and early-career educators who are largely assigned to the Academic Track. This demographic composition reflects a relatively young and academically oriented workforce, suggesting shared institutional and professional characteristics among teachers within public secondary schools.

The findings conclude that public SHS teachers demonstrate a very high level of civic engagement, indicating active participation in governance and community-related activities. However, comparatively lower involvement in non-school civic organizations and independent civic expression suggests opportunities for strengthening teachers' participation in broader civic networks and public engagement beyond formal school settings.

The study further concludes that public SHS teachers demonstrate a very high level of social responsibility, reflecting a strong commitment to ethical conduct, inclusivity, accountability, and the promotion of responsible citizenship. The findings indicate that teachers consistently uphold socially responsible behaviors as part of their professional and societal obligations.

The null hypothesis stating that there is no significant difference in civic engagement when grouped according to demographic profile is partially sustained. No significant differences were observed in terms of age, sex, civil status, and assigned SHS strands or tracks. However, the hypothesis was rejected with respect to teaching experience, indicating that professional tenure significantly influences teachers' civic engagement.

The findings further conclude that civic engagement significantly differs between selected teaching experience groups, particularly between early-career and mid-career educators. This suggests that increased professional exposure and institutional familiarity may contribute to stronger participation in governance and community-related activities among more experienced teachers.

The null hypothesis stating that there is no significant difference in social responsibility when grouped according to demographic profile is sustained. The findings indicate that social responsibility remains consistent regardless of age, sex, civil status, teaching experience, or assigned SHS strands/tracks, suggesting that ethical accountability and societal commitment are shared professional values among public SHS teachers.

The null hypothesis stating that there is no significant relationship between civic engagement and social responsibility is rejected. The findings establish that civic engagement and social responsibility are significantly related, indicating that teachers who actively participate in civic activities are also more likely to demonstrate stronger ethical responsibility and commitment to societal welfare.

5. Recommendation

In light of the empirical findings and conclusions, the following strategic recommendations are advanced:

For the Schools Division Office and School Administrators, it is recommended that division leaders shall institutionalize programs and policies that sustain the already very high levels of civic engagement and social responsibility among public SHS teachers. Since the findings revealed lower levels of participation in non-school civic organizations and professional civic expression, administrators may establish structured opportunities that promote safe, non-partisan civic participation while safeguarding teachers' professional

responsibilities. School administrators shall also consider integrating civic and community leadership initiatives into professional development mechanisms to reinforce teachers' active involvement in governance and community engagement.

For early-career teachers, particularly those with fewer years of teaching experience who demonstrated lower civic engagement compared to more experienced educators, school principals and master teachers shall establish a structured mentoring and civic induction program. This initiative may pair novice teachers with experienced educators to facilitate the transfer of professional knowledge, institutional familiarity, and community engagement practices. Such a mechanism shall support younger teachers in gradually strengthening their participation in civic and school-community activities while maintaining focus on classroom responsibilities.

For schools and community partners, it is recommended that school heads shall strengthen partnerships with local government units, civic organizations, and community-based institutions to expand teachers' civic participation beyond school-centered activities. Since participation in non-school civic organizations emerged as one of the lower-rated areas, schools may formalize linkages through collaborative programs, volunteer initiatives, and civic engagement activities. The conduct of community partnership fairs and outreach initiatives during professional development programs may provide teachers with accessible opportunities to participate in broader civic networks and socially responsive activities.

For the implementation of Project BEACON, the Schools Division Office shall formally adopt and operationalize the proposed intervention program as a strategic mechanism for sustaining civic engagement and strengthening areas identified with comparatively lower manifestations. Since teachers already demonstrated very high levels of civic engagement and social responsibility, the program shall focus on enhancing independent civic participation, professional civic expression, and responsiveness toward marginalized communities. The implementation of Project BEACON may further strengthen teachers' contribution to institutional development and societal welfare.

For future researchers, it is recommended that similar investigations shall be conducted using qualitative or mixed-method approaches to further explore teachers' lived experiences, motivations, and barriers related to civic engagement and social responsibility. Future studies may also replicate the investigation in private schools or other educational divisions to determine whether similar patterns exist across varying institutional contexts and educational environments.

REFERENCES

- [1] E. A. Angwaomadoko, "Civic Engagement and Professional Identity among Public School Teachers," *J. Educ. Res. Pract.*, vol. 14, no. 2, pp. 45–62, 2024.
- [2] R. Smithfield, "Teacher-Led Outreach and Civic Modeling in Secondary Schools," *Int. J. Civ. Educ.*, vol. 19, no. 3, pp. 200–218, 2023.
- [3] M. T. Roncesvalles, J. Santos, and A. Cruz, "Civic Roles of Educators in Philippine Urban Schools," *Philipp. J. Educ.*, vol. 103, no. 1, pp. 12–28, 2024.
- [4] R. D. Putnam, *Bowling Alone: The Collapse and Revival of American Community*. Simon & Schuster, 2000.
- [5] C. B. Reyes and M. T. Cruz, "Professional Tenure as a Predictor of Grassroots Civic Engagement among Senior High School Teachers in Secondary Educational Ecosystems," *Philipp. Soc. Sci. Rev.*, vol. 76, no. 1, pp. 89–106, 2024.
- [6] N. M. Ardoin, A. W. Bowers, and E. Gaillard, "A Systematic Mixed Studies Review of Civic Engagement Outcomes in Environmental Education," *Environ. Educ. Res.*, vol. 29, no. 1, pp. 1–26, 2022, doi: 10.1080/13504622.2022.2135688.
- [7] V. de Moraes Abrahão, M. Vaquero-Diego, and R. Currás Móstoles, "University social responsibility: The role of teachers," *J. Innov. & Knowl.*, vol. 9, no. 1, p. 100464, 2024, doi: 10.1016/j.jik.2024.100464.
- [8] D. Manzano-Sánchez and V. E. Martínez-Bello, "Learning to use teaching for personal and social responsibility

- through action research," *J. Teach. Phys. Educ.*, vol. 40, pp. 347–356, 2021, doi: 10.1123/jtpe.2018-0190.
- [9] P. A. Sánchez-Miguel and others, "The effect of the Teaching Personal and Social Responsibility (TPSR) model on students' social responsibility," *Phys. Educ. Sport Pedagog.*, vol. 30, no. 5, pp. 489–506, 2025.
- [10] K. S. T. Alsarayreh, A. K. Alramamneh, O. A. Al-Sabayleh, and S. A. K. A. Al Remawi, "The role of public school principals and teachers in developing the social responsibility of students with learning disabilities," *Front. Educ.*, vol. 9, p. 1426666, 2024, doi: 10.3389/educ.2024.1426666.
- [11] T. C. Phan, V. M. Ngo, T. P. Nguyen, K. Saefullah, and D. Doran, "University Social Responsibility and Teachers' Satisfaction: The Mediating Role of Reputation and Image," *J. Soc. Stud. Educ. Res.*, vol. 15, no. 1, pp. 57–90, 2024.
- [12] J. R. Fraenkel, N. E. Wallen, and H. H. Hyun, "Descriptive and Correlational Research," *How to Des. Eval. Res. Educ.*, vol. 10, pp. 173–192, 2019.
- [13] G. Pourhosein, M. Zare, and M. Esmaili, "Relationship Between Teachers' Civic Engagement and Students' Attitudes Toward Social Responsibility: A Correlational Study," *J. Educ. Soc. Res.*, vol. 11, no. 2, pp. 59–68, 2021, doi: 10.36941/jesr-2021-0036.
- [14] E. Dincer, S. Yesilyurt, and O. Ersoy, "A Quantitative Correlational Study of Teachers' Social Responsibility and Professional Commitment," *Educ. Res. Rev.*, vol. 14, no. 8, pp. 291–301, 2019, doi: 10.5897/ERR2019.3744.
- [15] A. A. Alamer and S. F. Alghamdi, "Descriptive and Correlational Analysis of Civic Engagement Among Secondary School Teachers," *Int. J. Educ. Psychol.*, vol. 9, no. 1, pp. 45–60, 2020, doi: 10.17583/ijep.2020.4981.