



INTEGRATION OF ACTION CIVICS STRATEGIC INTERVENTION MATERIALS (ACSIM) FOR IMPROVED LEARNERS' PERFORMANCE IN ARLING PANLIPUNAN 8

JAIME N. MANZANO III

<https://orcid.org/0000-0002-6523-7389>

jaime.manzano@deped.gov.ph

DepEd – SDO San Pablo City

Laguna, Philippines

ABSTRACT

The study aimed to integrate Action Civics Strategic Intervention Materials (ACSIM) in Araling Panlipunan 8 for improve learners' performance at Dolores National High School. Specifically, it sought to: determine the profile of learner respondents; find out the perceived level of engagement on action civics activities; describe and interpret the pretest scores; identify the least mastered competencies; describe and interpret the posttest scores; and find out if there is a significant difference between the pretest and posttest mean scores of the learner respondents. Likewise, the researcher employed the descriptive method and design-based research in this study. Findings revealed that majority of the respondents were 14.38 years old; females; and, with the average family income of PhP.12, 667.30. The perceived level of engagement on action civics activities was found to be all together HIGH as to youth voice, youth expertise, learning by doing and reflection. The mean performance of the learner respondents' scores in the pretest in AP 8 for Third Quarter before integration of ACSIM was found 16.05 with the verbal interpretation of AVERAGE. The Least Mastered Competencies in AP 8 for the Third Quarter were as follows: MELC # 3 - Nasusuri ang mga dahilan, kaganapan at epekto ng rebolusyong siyentipiko, enlightenment at industriyal; MELC # 4 - Naipaliliwanag ang kaugnayan ng rebolusyong pangkaisipan sa rebolusyong Amerikano at Pranses; MELC # 5 - Nasusuri ang dahilan, pangyayari at epekto ng ikalawang yugto ng kolonyalismo (Imperyalismo). The mean performance in the posttest in AP 8 for the Third Quarter after integration of ACSIM was found to be 25.03, with verbal interpretation of HIGH. More so, there was a significant difference between the pretest and posttest mean scores of the learners. It can be inferred that the integration of ACSIM has a large effect in improving the performance of learners in Araling Panlipunan 8. The pretest has served the purpose of a diagnostic test to identify the strengths and weaknesses of the learners. Lastly, subject teachers can make customized and user – friendly strategic intervention materials effectively.

Keywords: action civics, integration, performance, Strategic Intervention Materials, Araling Panlipunan 8

INTRODUCTION

In the midst of today's baffling and deadly pandemic CoViD – 19 as well as the challenges of the modular modality of the educative process, the researcher was prompted and prone to align the present study with the current conditions under the

DepEd non-negotiable commitment of *No Face – To – Face Classes until Safe*. At times when poor performance and low mastery level in certain subjects prevail in certain schools, teachers are doubly encouraged and challenged to innovate and adopt measures that will most likely improve their learners' performance and competencies. One such measure is the utilization of instructional

P – ISSN 2651 - 7701 | E – ISSN 2651 – 771X | www.ioer-imrj.com

MANZANO, J.N.III, *Integration of Action Civics Strategic Intervention Materials (ACSIM) for Improved Learners' Performance in Araling Panlipunan 8*, pp.1-10



materials and visuals in Araling Panlipunan 8 at Dolores National High School (DNHS), Division of San Pablo City, of which the researcher is the concerned subject teacher. Thus, the main thrust of the study was the integration of the research – designed Action Civics Strategic Intervention Materials (ACSIM) to improve learners' performance in Araling Panlipunan (AP) 8.

According to Levinson (2012), action civics is designed to create “an engaged citizenry capable of effective participation in the political process, in their communities and in the larger society”. Through it, learners do civics and behave as citizens by engaging in a cycle of research, action and reflection about problems they care about personally while learning about deeper principles of effective civic and especially political action. Moreover, learners are guided through the process of taking informed and empowered action on behalf of issues they themselves care about, with the aim of helping them master knowledge, skills, beliefs and habits of civic action that they can apply in the future as well.

The researcher designed Strategic Intervention Materials (SIM's) in this study seems unique as compared to other instructional materials in that it integrates action civics which intends to serve as avenue for novel, authentic, experiential approach in which learners address problems through real world experiences that apply to their lives and can be a powerful motivating experience setting them on a path towards lifelong civic and political engagement. In practice, it resembles an iterative process typically comprised of issue identification, research, constituency building, action and reflection. During the process, the teacher along with the adults in school and in the community provide guidance and scaffolding for successfully launching learners – driven activities/projects.

OBJECTIVES OF THE STUDY

The study Integration of Action Civics Strategic Intervention Materials (ACSIM) for Improved Learners' Performance in Araling Panlipunan 8 at Dolores National High School in the Division of San Pablo City, Academic year 2020 – 2021, aimed primarily to integrate ACSIM for

improved learners' performance in AP 8. It sought to 1) determine the profile of learner respondents in term of age, sex and income level; 2) find out the respondents' perceived level of engagement on action civics activities as to youth voice, youth expertise, learning by doing and reflection; 3) describe and interpret the pretest scores before ACSIM integration; 4) identify the least mastered competencies based on the pretest scores; 5) describe and interpret the posttest scores after ACSIM integration; and 6) find out if there is a significant difference between the pretest and posttest mean scores of the learner respondents. Lastly, the study also aimed to recommend measures that could improve learners' performance in Araling Panlipunan.

METHODOLOGY

The involved respondents of the study are composed of sixty (60), twenty (20) male and forty (40) female, bonafide Grade 8 learners of Dolores National High School during the Academic Year 2020 – 2021. Two (2) teacher – experts were requested as validators of the instruments.

In this study, a survey questionnaire comprising two parts was used. Part I entails the profile of learner respondents and Part II determined their perceived level of engagement on action civics activities. In addition, the researcher constructed a 30 – item Pretest/Posttest in AP 8 for the Third Quarter.

Correlated to this, the pretest was administered on the day before the intervention class in the Third Quarter period. It consisted of items which the researcher made based on the list of competencies for the Third Quarter taken from DepEd Most Essential Learning Competencies (MELC's) in Araling Panlipunan 8. Towards the end of the Third Quarter, the posttest was given to assess the level of mastery of Grade 8 learners.

RESULTS AND DISCUSSION

1. Profile of the learner respondents in terms of age, sex and income level

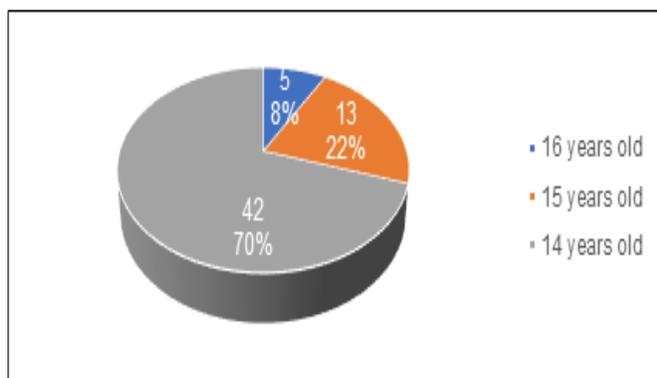


Figure 1. Distribution of the Respondents in terms of Age

Figure 1. shows the profile distribution of the learner respondents in terms of age. It can be seen from the pie chart that among the 60 learner respondents, 42 or 70 percent are 14 years, 13 or 22 percent are 15 years and only 5 or 8 percent are 16 years old. With these data at hand, the mean age is found to be 14.38 years old. Apparently, this is the appropriate age of regular Grade 8 learners.

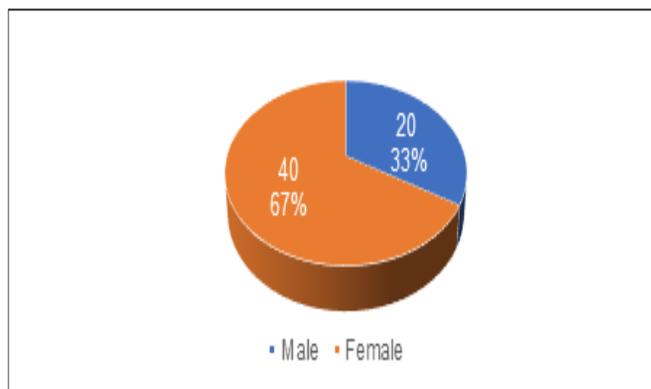


Figure 2. Distribution of the Respondents in terms of Sex

Figure 2. displays the profile distribution of the learner respondents in terms of sex. As gleaned from the pie chart, 40 learner respondents comprising 67 percent are female while 20 or 33 percent are male. This finding is probably one authentic confirmation of the common observation that in a class, there are more female than male learner.

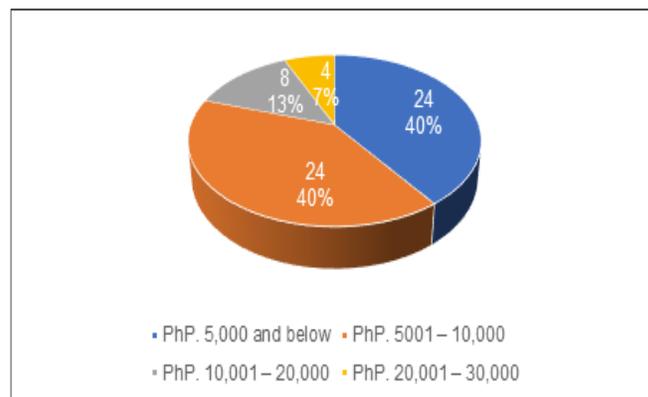


Figure 3. Distribution of the Respondents in terms of Income Level

Figure 3. presents the profile distribution of the learner respondents in terms of monthly family income level. From the preceding pie chart, it can be seen that 24 learner respondents or 40 percent belong to Php. 5,000 and below income level, another 24 or 40 percent belong this time to Php. 5,001 – 10,000 income level and 8 or 13 percent belong to Php10,001 – 20,000 income level. Only 4 or 7 percent belong to 20,001 – 30,000 income level. Consequently, dividing the sum (of the partial products obtained by multiplying the class marks / class midpoints of income level by the corresponding number of respondents), Php. 760,036 by the total number of learner respondents, 60, the computed mean monthly family income was found to be Php. 12,667.30. Referring to the data from the Philippine Institute for Development Studies (PIDS) in 2020, such mean monthly family income is categorized as LOW INCOME (but not poor).

2. Level of engagement of the learner respondents on Action Civics

2.1. In terms of Youth Voice

Table 1 shows that the obtained overall mean is found to be 3.64 verbally interpreted as “Often”. Hence, it can be said that the learner respondents were found to have HIGH level of perception on action civics activities as to youth voice.



Table 1
Level of Engagement of the Learner – Respondents on Action Civics Activities as to Youth Voice

Indicative Statement	Mean	SD	Verbal Interpretation
1. I avoid situations and/or discussions that might get me in trouble	3.42	0.65	Sometimes
2. I listen intently when others speak.	3.30	0.59	Sometimes
3. I stay out of other people's personal space	3.48	0.54	Sometimes
4. I express my thoughts and feelings appropriately	3.45	0.50	Sometimes
5. I respect other people's ideas even when I don't agree with them	4.00	0.00	Often
6. I try to understand the viewpoints of others	3.93	0.25	Often
7. I am open to the suggestions of others	3.98	0.13	Often
8. I choose topics of conversation that are interesting to others	3.08	0.59	Sometimes
9. I use an appropriate tone when in debate with others	3.88	0.37	Often
10. I adapt my behavior to meet the situation	3.93	0.25	Often
Overall	3.64	0.27	Often

Furthermore, the computed overall standard deviation is 0.27 indicating that the ratings given by the learner respondents are clustered toward the mean.

2.2. in terms of Youth Expertise

Table 2 displays that the obtained overall mean is found to be 3.95, verbally interpreted as "Often". Thus, as to youth expertise, the perceived level of engagement of the learner respondents on action civics activities was found to be High.

Table 2
Level of Engagement of the Learner Respondents on Action Civics Activities as to Youth Expertise

Indicative Statement	Mean	SD	Verbal Interpretation
1. My skills and talents as an individual can serve as a tool in empowering civic actions	3.47	0.50	Sometimes
2. Participating in social conversations hones my communication and reflective skills	3.92	0.28	Often
3. Having leadership skills strengthens my civic engagement	4.02	0.57	Often
4. My knowledge established by the school can be shared to others in order to spread awareness regarding civic actions	4.15	0.40	Often
5. As a student and a citizen of my community, I am concerned in the situation of the society	4.22	0.42	Often
6. I allow myself to be involved in forums with school leaders on how youth can be helpful in civic matters	3.40	0.56	Sometimes
7. I engage in technology trainings or even simple digital practices to create solutions to literacy and social challenges	3.62	0.56	Often
8. I consider any public situation or my community before making any decision	4.33	0.54	Often
9. I maintain healthy relationships and positive self-concepts	4.00	0.00	Often
10. I believe that my skills contribute to the achievement of civic actions	4.35	0.48	Often
Overall	3.95	0.32	Often

Likewise, the computed overall standard deviation of 0.32 signifies that the ratings given by



the learner respondents are clustered within the mean.

2.3. In terms of Learning by Doing

Table 3

Perceived Level of Engagement of the Learner Respondents on Action Civics Activities as to Learning by Doing

Indicative Statement	Mean	SD	Verbal Interpretation
1. Engaging in the election of school officials (e.g., SSG and other organizations) allows me to become an active, well-informed citizen	3.42	0.65	Sometimes
2. Participating in school programs and activities enhances my ability to contribute to the society	3.30	0.59	Sometimes
3. Having any position in a school organization prepares me to be an active citizen in democracy	3.48	0.54	Sometimes
4. Solving issues within the school improves my critical thinking skills	3.45	0.50	Sometimes
5. As a learner, following the school's rules and policies practices my political skills and behaviors	4.00	0.00	Often
6. During the school's election campaign, I am weighing the candidate's pros and cons	3.93	0.25	Often
7. I help to make my school or community a better place	3.98	0.13	Often
8. I am part of a school club such as sports organizations, SSG, etc.	3.08	0.59	Sometimes
9. I make use of available information and technology in order to develop my knowledge and skills	3.88	0.37	Often
10. I help fix problems in the world, such as giving food to hungry people or giving money to those who need it	3.93	0.25	Often
Overall	3.64	0.27	Often

With these data in Table 3 the overall mean was found to be 3.64 verbally interpreted as "Often". Suffice it to say, the perceived level of engagement of the learner respondents on action civics activities as to learning by doing was found to be High, Moreover, the overall standard deviation

of 0.27 is also a clear indication that the ratings given by the respondents on the ten statements are clustered within the mean.

2.4. In terms of Reflection

Table 4

Perceived Level of Engagement of the Learner Respondents on Action Civics Activities as to Reflection

Indicative Statement	Mean	SD	Verbal Interpretation
1. I believe that it is critical to engage in political discussions even within the school	3.42	0.65	Sometimes
2. Engaging in collaborative projects/activities enhances my understanding of the importance of civic actions	3.30	0.59	Sometimes
3. I have the courage to take risks in order to attain a greater public good	3.48	0.54	Sometimes
4. I appreciate making plans and analysis regarding public action	3.45	0.50	Sometimes
5. I think carefully before I express my thoughts and opinions in line with civic actions	4.00	0.00	Often
6. I try to connect my learning in class to service in the community	3.93	0.25	Often
7. I believe that as a young citizen, my active involvement plays an important role in maintaining a democratic society	3.98	0.13	Often
8. I try to share my knowledge about civic actions and engagement in order to influence people properly	3.08	0.59	Sometimes
9. I understand that aiming to express my voice requires self-awareness and responsibilities	3.88	0.37	Often
10. Analyzing public actions improves decision making skills	3.93	0.25	Often
Overall	3.64	0.27	Often

Taking all these data shown in Table 4 into consideration, the overall mean was found to be 3.64, with the verbal interpretation of "Often". Thus,



the perceived level of engagement of the learner respondents on action civics activities as to reflection was found to be High.

Similarly, the small value of the overall standard deviation that is 0.27, indicates the clustering of respondents' ratings on the ten statements toward the mean.

3. Summary of Respondents' Level of Engagement on ACSIM Activities

Table 5
Summary of Respondents' Perceived Level of Engagement on ACSIM Activities

ACSIM Activities	Mean	SD	Verbal Interpretation
Youth Voice	3.64	0.27	Often (High)
Youth Expertise	3.95	0.27	Often (High)
Learning by Doing	3.64	0.27	Often (High)
Reflection	3.64	0.27	Often (High)
Overall	3.72	0.27	High

Table 5 displays the summary of the learner respondents' perceived level of engagement on ACSIM activities. It can be said from the data that the overall mean rating on each of the 10 statements about the respondents' perceived level of engagement on ACSIM activities as to youth voice, youth expertise, learning by doing and reflection is 3.72 with verbal interpretation of "Often". On the other hand, the overall low SD of 0.27 indicates that the ratings are clustered toward the mean. Thus, it can be deduced that the overall perceived level of engagement of the learner respondents on ACSIM activities as to youth voice, youth expertise, learning by doing and reflection was found to be High.

4. Pretest Score of the Respondents before the Integration of ACSIM

Table 6
Pretest Scores of the Learner Respondents before the Integration of ACSIM in AP 8 for the Third Quarter

Score	Descriptive Equivalent	Frequency	Percent	Mean	SD	Verbal Interpretation
15 – 23	Average	39	65.00	16.05	4.30	Average
7 – 14	Low	21	35.00			
Total		60	100.00			

Table 6 shows the pretest scores obtained by the learner respondents before the integration of ACSIM in AP 8 for the Third Quarter. It can be seen from the table that of the 60 respondents, 21 or 35.00 percent got scores of 7 – 14 with descriptive equivalent of "low" performance. However, 39 or 65.00 percent got scores of 15 – 23 with descriptive equivalent of "average" performance. Thus, as a whole, the mean performance of the learner respondents in said pretest was found to be 16.05, verbally interpreted as Average.

5. Least Mastered Competencies of the learner respondents

5.1. In terms of the pretest scores

From the six (6) DepEd – provided Most Essential Learning Competencies (MELC's), the researcher constructed a 30 – item pretest in AP 8 for the Third Quarter guided by the researcher made Table of Specifications. The diagnostic nature of the pretest would serve the sole purpose of identifying the least mastered competencies. Table 7 highlights the ratings distribution of learner respondents in given pretest in AP 8 for the Third Quarter. It can be gleaned from the table that among six (6) Most Essential Learning Competencies, in MELC # 3, 27 or 45 percent of the learner respondents got ratings of 75 – 79 while 28 or 47 percent got 70 – 74.



Table 7
Pretest Ratings Distribution Highlighting the Least Mastered Competencies of Learner Respondents

Rating	MELC 1		MELC 2		MELC 3		MELC 4		MELC 5		MELC		Interpretation
	f	%	F	%	f	%	f	%	f	%	f	%	
above 90	7	11.67	11	18.33							16	26.67	Excellent
85 - 89			13	21.67	5	8.33	9	15.00					Very Good
80 - 84	51	85.00	17	28.33					4	6.67	44	73.33	Good
75 - 79			13	21.67	27	45.00	23	38.33	12	20.00			Fair
70 - 74	2	3.33	6	10.00	28	46.67	28	46.67	44	73.33			Poor
Total	60	100											

Moreover MELC # 4 23 or 38 percent obtained ratings of 75 – 79 and 28 or 47 percent obtained 70 – 74. Finally, in MELC # 5 12 or 20 percent received ratings of 75 – 79 and 44 or 73 percent received 70 – 74. Thus, it evidently showed that the

majority of the learner respondents were found to have either FAIR or POOR performance in AP 8 pretest. It gave the researcher the opportunity to pinpoint the least mastered learning competencies.

5.2. in terms of Posttest Score

Table 8
Posttest Scores of the Learner Respondents after the Integration of ACSIM in AP 8 for the Third Quarter

Score	Descriptive Equivalent	Frequency	Percent	Mean	SD	Verbal Interpretation
24 - 30	High	47	78.33	25.03	2.97	High
15 - 23	Average	13	21.67			
Total		60	100.0			

Table 8 describes the posttest scores of the learner respondents after the integration of ACSIM in AP 8 for the Third Quarter. It can be seen in the table that of the 60 respondents, 13 or 21.67 percent obtained scores of 15 – 23, with the descriptive equivalent of “average” performance, while 47 or 78.33 percent obtained scores of 24 – 30, with descriptive equivalent of “high” performance. Hence, as a whole, the mean performance of the learner respondents in the posttest was found to be 25.03, with verbal interpretation of High.

Third Quarter. Paired samples t – test was performed to determine if there is a significant difference between the pretest and posttest mean scores of the learner respondents in AP 8 for the Third Quarter. Based on the results presented in the table, there is a significant difference between the pretest and posttest mean scores of the learners [$t(59) = 35.793, p < .001$]. The Cohen’s d coefficient of 2.43 indicates that the used instructional material (in this case the ACSIM) has a large effect in improving the performance of learners in Araling Panlipunan 8.

6. Significant Difference between the Pretest and Posttest of the Learner Respondents in AP 8

Table 9 exhibits the test of significant difference between the pretest and posttest mean scores of the learner respondents in AP 8 for the

It may seem quite noteworthy to aver that such improved learners’ performance in AP 8 has been justified by the significant difference between pretest scores Before integration and posttest scores After integration of ACSIM. Most probably, it might also be due to the very distinct feature of ACSIM as customized, tailored – fit and user friendly to the abilities, interests and needs of the learners



Table 9

Test of Significant Difference Between the Pretest and Posttest Mean Scores of the Learner Respondents in AP 8 for the Third Quarter

Test	Mean	Paired Differences					t	df	Sig. (2-Tailed)
		Mean Difference	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pretest	16.05								
Posttest	25.05	-8.98	1.94	.25098	-9.48554	-8.48113	-35.793	59	.000

Cohens d: 0.20 = Small Effect; 0.50 = Medium Effect; .80 = Large Effect

Furthermore, the use of ACSIM in AP 8 bears some resemblance to the two related studies namely: 1) the study of Pasion (2019) on the efficacy of strategic intervention materials (SIM) in Social Studies wherein its pretest and posttest scores showed a significant difference which means that the technique used by the teacher is indeed effective; and, 2) the study of Banaag (2016) about the development of SIM in Social Studies. The result showed that the strategic intervention materials are useful in reducing the least learned topics as well as improving performance of students as manifested in the students’ scores in the pretest and posttest conducted by the researcher.

CONCLUSIONS

The following are the findings of this study:

1. The integration of ACSIM can be an effective measure to improve learners’ performance in Araling Panlipunan 8.
2. The popular belief that there are more female than male learners in the class and the appropriate age of 14 for regular Grade 8 learner have been both confirmed.
3. The number of least mastered competencies has been exactly one – half of the total number of DepEd Most Essential Learning Competencies (MELC’s) in AP 8 for the Third Grading.

4. The pretest has served the purpose of a diagnostic test to identify the strengths and weaknesses of the learners.
5. A significant difference seemed to exist between the pretest and posttest mean scores of the learners. Therefore, the null hypothesis of the study was not sustained.
6. Subject teachers can craft their own customized strategic intervention materials.

RECOMMENDATIONS

Based on the results of this study, the following recommendations are made:

1. ACSIM be continuously utilized considering that the majority of the learners have shown improved performance in AP 8. It can be expanded to include other quarterly periods and grade levels in Dolores National High School.
2. Teachers in other subject areas be encouraged to produce their own Strategic Intervention Materials (SIM) that shall be tailored – fit to the abilities and interest of their respective learners.
3. Teachers in AP 8 be further trained and closely supervised because the teacher factor still counts very much in successful implementation of the Araling Panlipunan program;
4. Similar studies on integration in other subject areas be conducted in public secondary schools elsewhere: and
5. Subject teachers be encouraged to make customized and user – friendly strategic intervention materials effectively.

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performance as demonstration teacher in division/regional levels.

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AUTHOR'S PROFILE



Jaime N. Manzano III, LP.T., MAEd., is called to be a teacher for life. He has been in the field of education for about two decades teaching from secondary to tertiary education

programs, Having the rank of Teacher III in the Division of San Pablo City, he earned his Master's degree in Education with specialization in Social Science from the Laguna State Polytechnic University – San Pablo City Campus, Philippines. He was also credited with 24 MA units in Social Science Teaching from the Philippine Normal University, Manila. He finished his Bachelor of Secondary Education major in Social Studies at San Pablo Colleges with flying colors. He has attended extensive trainings/seminars both local and international and has shown exemplary