

Digital Learning Package for the Promotion of Active Citizenship among Junior High School Students in Batangas, Philippines*

Merry May A. Closa ^{#1}, Dr. Anna Maria V. Rivera ^{*2}

^{#1}Alumna, College of Teacher Education, Batangas State University,
Philippines

^{#2}Faculty, College of Arts and Sciences, Batangas State University,
Philippines

merrymay.closa@g.batstate-u.edu.ph, annamaria.rivera@g.batstate-u.edu.ph

Abstract - This study evaluated the relevance of Grade 10 Araling Panlipunan learning competencies in promoting active citizenship among junior high school students in the Division of Batangas, Philippines. It examined economic, environmental, and political competencies and their contribution to civic education through cognitive, affective, and pragmatic instructional strategies. Results revealed that all competency areas were highly relevant, with environmental (3.66), economic (3.65), and political (3.53) domains obtaining high ratings. Significant positive relationships were found between competency relevance and instructional strategies. Based on the findings, a website-based Digital Learning Package was developed to support contextualized and technology-enhanced civic learning.

Keyword - active citizenship; araling panlipunan; digital learning package; civic education; learning competencies

I. INTRODUCTION

Social Studies (Araling Panlipunan) serves as a fundamental component of education in developing informed, responsible, and engaged citizens. Through the study of society, history, economics, governance, culture, and contemporary issues, learners acquire the knowledge and skills necessary to understand social realities and participate meaningfully in community and democratic processes. In the Philippine K to 12 Basic Education Curriculum, Grade 10 Araling Panlipunan emphasizes current social concerns, including economic challenges, environmental issues, political governance, and human rights, with the aim of developing learners' critical awareness, civic values, and sense of responsibility toward society.

The development of active citizenship requires more than the acquisition of factual knowledge about social issues. It involves the cultivation of critical thinking, ethical judgment, empathy, collaboration, and the ability to apply knowledge in addressing real-world concerns. Active citizenship education

enables learners to recognize their roles and responsibilities as members of society by encouraging participation in decision-making, community involvement, and advocacy for social improvement. Therefore, effective Social Studies instruction must integrate cognitive understanding, affective values formation, and practical engagement to transform learners from passive recipients of information into active contributors to their communities.

Despite the importance of Araling Panlipunan in citizenship development, teachers continue to encounter challenges in implementing competencies involving complex and sensitive social issues. Topics such as globalization, unemployment, sustainable development, corruption, governance, migration, and human rights require higher-order thinking and contextual understanding. Teachers may face difficulties related to limited instructional time, availability of localized learning resources, diverse learner perspectives, and the sensitivity of discussing political and social issues within classroom settings. These challenges highlight the need for instructional approaches that make complex concepts accessible, relevant, and meaningful to learners.

Digital learning resources provide opportunities to address these challenges by enhancing the delivery of Social Studies instruction through interactive, flexible, and learner-centered approaches. Technology-supported learning environments allow teachers to incorporate multimedia resources, simulations, collaborative activities, digital discussions, and contextualized learning materials that connect classroom concepts with real-life experiences. When strategically designed, digital learning resources can strengthen students' engagement, promote critical inquiry, and support the development of civic competencies required for active participation in society.

In response to these educational needs, this study examines the degree of relevance of Grade 10 Araling Panlipunan learning competencies related to economic, environmental, and political issues in promoting active citizenship among junior

high school students in the Division of Batangas, Philippines. Specifically, it evaluates how these competencies contribute to civic learning and serve as the basis for developing a website-based Digital Learning Package integrating cognitive, affective, and pragmatic instructional strategies.

The study aims to provide empirical evidence that can support curriculum enhancement, improve instructional practices, and strengthen technology-supported civic education. Through the development of a contextualized Digital Learning Package, the research seeks to provide teachers with an innovative resource that bridges curriculum competencies with meaningful learning experiences, enabling students to develop the knowledge, values, and skills necessary for responsible citizenship and active participation in democratic society.

II. LITERATURE

A. Araling Panlipunan 10 and the Development of Active Citizenship

Social Studies (Araling Panlipunan) serves as a fundamental area of learning in developing informed, responsible, and participative citizens. It provides learners with opportunities to understand social realities, analyze contemporary issues, and develop values necessary for democratic participation. The Philippine K to 12 curriculum, including the recently introduced MATATAG Curriculum, emphasizes the development of learners who are socially aware, culturally grounded, and capable of contributing meaningfully to society. [1]

Araling Panlipunan 10 particularly focuses on contemporary issues involving economic, environmental, political, human rights, and gender concerns. These areas aim to help learners understand their identity, responsibilities, and roles within local, national, and global communities. Through issue-based learning, students are encouraged to examine societal challenges, evaluate possible solutions, and develop the competencies needed for responsible citizenship. [1] [2] [3]

Learning competencies in Araling Panlipunan 10 encompass knowledge, skills, attitudes, and values that allow students to apply concepts beyond the classroom. [4] emphasized that competencies are not limited to content acquisition but include the ability to use knowledge in addressing real-life situations. Therefore, evaluating the relevance of these competencies is essential in determining their contribution to active citizenship formation.

B. Economic, Environmental, and Political Learning Competencies for Citizenship Education

Economic education plays a significant role in preparing learners to understand societal issues related to employment, globalization, poverty, and development. Economic literacy enables students to recognize the connection between economic decisions, public policies, and social welfare. [5] argued that individuals must understand economic systems to participate effectively as empowered citizens.

Within Araling Panlipunan 10, economic competencies encourage learners to analyze globalization,

unemployment, migration, and sustainable development. [6] noted that economics education in the Philippine curriculum has strong potential to promote citizenship participation; however, further integration of civic perspectives is necessary. Teachers play an important role in connecting economic concepts with social realities by using learner-centered approaches that promote critical thinking and decision-making. [7]

Environmental competencies are likewise essential in developing active citizenship, particularly in the Philippine context where communities frequently experience climate-related risks and natural hazards. Environmental education develops awareness, responsibility, and participation in sustainability efforts. Studies by Reutotar [8], Rogayan and Nebrida [9], and Ibanez et al., [9] revealed that students demonstrate environmental awareness; however, stronger engagement and action-oriented programs are needed to transform knowledge into responsible environmental behavior.

Despite its importance, teaching environmental issues presents challenges. Complex concepts such as sustainable development and climate change require interdisciplinary understanding, sufficient instructional time, and appropriate learning resources. UNESCO [10] and ICCROM [10] highlighted that teachers often experience difficulties in simplifying complex environmental topics and connecting global concerns with local realities.

Political competencies contribute to the development of democratic awareness, accountability, and civic participation. Araling Panlipunan 10 introduces learners to issues such as corruption, political dynasties, migration, and territorial disputes. These topics encourage students to understand governance systems and their responsibilities as citizens. According to Hermosa [11] young people possess political awareness and show willingness to participate in civic activities.

However, political education remains challenging due to the sensitivity of issues involving governance, corruption, and political structures. Teachers may encounter difficulties in facilitating discussions on controversial topics because of diverse learner backgrounds and community perspectives [12] Transparency International [13]. Thus, appropriate pedagogical approaches are necessary to ensure balanced, evidence-based, and meaningful political learning.

C. Active Citizenship Education and Instructional Strategies

Active citizenship refers to the capacity of individuals to participate responsibly in social, political, and community affairs. It involves knowledge, values, skills, and behaviors that promote democratic participation, social responsibility, respect for diversity, and collective action [14]. In the Philippine context, active citizenship is closely associated with civic engagement, participation, and community involvement influenced by cultural values such as bayanihan and collective responsibility. [15][16]

Research indicates that schools play a central role in developing active citizens by providing meaningful learning experiences. However, youth participation may be affected by

limited opportunities, lack of confidence, insufficient civic experiences, and traditional teaching approaches. [17][18] Therefore, citizenship education requires instructional strategies that promote engagement beyond memorization.

The development of active citizenship requires integration of cognitive, affective, and pragmatic learning domains. The cognitive domain develops learners' understanding, critical thinking, and analytical abilities through strategies such as problem-solving, concept mapping, visualization, computer-assisted instruction, and collaborative discussions [19].

The affective domain focuses on values, attitudes, empathy, and social responsibility. Strategies such as reflection activities, group sharing, structured controversy, simulations, and role-playing help learners develop appreciation of different perspectives and strengthen civic values. [15]

The pragmatic domain emphasizes application and participation through authentic experiences. Activities such as service learning, debates, community projects, peer tutoring, and team-based learning enable students to practice citizenship skills and engage with real-world issues [20]. These strategies demonstrate that active citizenship education becomes more effective when learners are provided opportunities to apply knowledge through meaningful action.

D. School Initiatives in Promoting Active Citizenship

Educational institutions worldwide implement programs that encourage student participation and democratic engagement. The SPACE Project in Europe, Citizenship and Democracy Education Program in Turkey, Building Bridges Project in Texas, and Youth School-Forums in Europe demonstrate the effectiveness of school-based initiatives in developing civic competencies. These programs emphasize student participation, collaboration, community involvement, and democratic practices. [21][22]

In the Philippine setting, initiatives such as Project GLACE (Global Learning through Active Citizenship Education), Citizenship Training Programs, and partnerships with civic organizations demonstrate the increasing recognition of schools' responsibility in preparing active citizens. These programs provide learners with opportunities to engage in community issues, develop leadership skills, and participate in civic activities. [23]

These initiatives highlight that active citizenship cannot be achieved solely through classroom instruction. It requires supportive school environments, teacher capacity development, community partnerships, and opportunities for learners to practice democratic participation.

E. Digital Learning Packages in Social Studies Education

The integration of digital technology has transformed teaching and learning practices by providing accessible, interactive, and learner-centered educational resources. Digital learning supports the goals of the K to 12 curriculum by enhancing information literacy, technological competence, and independent learning [1][24]

A digital learning package refers to an organized collection of digital instructional materials, including videos, electronic resources, interactive activities, assessments, and multimedia content designed to support learning objectives [25][26]. In Social Studies education, digital learning materials provide opportunities for students to explore social issues through engaging and contextualized learning experiences.

Studies show that digital learning resources improve learner engagement, collaboration, motivation, and access to diverse information sources [27][28] They support flexible learning by allowing students to access materials beyond classroom limitations. However, successful implementation depends on teacher readiness, technological skills, internet accessibility, and adequate institutional support. [28]

Despite these challenges, digital learning packages offer significant potential in strengthening active citizenship education. By integrating cognitive, affective, and pragmatic learning strategies, digital resources can provide students with opportunities to analyze issues, reflect on values, and participate in meaningful civic actions.

Research Gap and Relevance to the Present Study

The reviewed literature demonstrates the importance of Araling Panlipunan 10 competencies in developing active citizenship. Previous studies have examined environmental awareness, economic literacy, political participation, civic strategies, and digital learning effectiveness. However, limited studies have examined the collective relevance of economic, environmental, and political competencies in promoting active citizenship among Grade 10 learners within the Philippine context.

Furthermore, while digital learning resources have been widely explored, there remains a need for instructional packages specifically designed to integrate civic competencies with cognitive, affective, and pragmatic learning strategies. Addressing this gap, the present study evaluates the degree of relevance of Grade 10 Araling Panlipunan learning competencies and uses the findings as a basis for developing a website-based Digital Learning Package that supports active citizenship education.

III. RESEARCH METHODOLOGY

After the text edit has been completed, the paper is ready for the template. Duplicate the template file by using the Save As command, and use the naming convention prescribed by your conference for the name of your paper. In this newly created file, highlight all of the contents and import your prepared text file. You are now ready to style your paper; use

the scroll down window on the left of the MS Word Formatting toolbar.

A. Research Design

This study employed a descriptive research design to determine the relevance of Grade 10 Araling Panlipunan learning competencies in promoting active citizenship and to examine the instructional strategies and school initiatives supporting civic development. Descriptive research is appropriate for identifying, analyzing, and describing existing conditions, practices, and perceptions within a specific population (Akhtar, 2016). Through this approach, the study examined teachers' assessments of economic, environmental, and political learning competencies and their contribution to developing active citizenship among learners.

B. Research Participants

The respondents of the study were 134 Araling Panlipunan 10 teachers from the Division of Batangas Province. From the total population of 204 teachers, respondents were selected through stratified random sampling using proportionate allocation to ensure representation from each district.

District	Population	Sample
1	63	41
2	33	22
3	35	23
4	73	48
Total	204	134

C. Research Instrument

The study utilized a researcher-made questionnaire supported by a focus group discussion (FGD) as supplementary data sources. The questionnaire consisted of two major sections: (1) teachers' assessment of the relevance of Grade 10 Araling Panlipunan learning competencies in developing active citizenship, and (2) instructional strategies used to promote active citizenship

The questionnaire was developed based on related literature, curriculum standards, and the objectives of the study. It underwent content validation by five experts in Social Studies education and research. Reliability testing using Cronbach's Alpha yielded a coefficient of 0.989, indicating high internal consistency and reliability of the instrument.

D. Data Gathering Procedure

Prior to data collection, the researcher secured approval from the Schools Division Office of Batangas and the administrators of selected schools. After obtaining permission, questionnaires were distributed to the identified respondents and retrieved after completion.

A virtual focus group discussion was also conducted with selected Araling Panlipunan 10 teachers to gather qualitative insights regarding challenges in teaching active citizenship and school initiatives supporting civic education. The collected qualitative data were used to support and validate the quantitative findings through triangulation.

E. Data Analysis

The collected data were analyzed using appropriate statistical tools. The weighted mean was utilized to determine the degree of relevance of learning competencies and the extent of instructional strategies employed in promoting active citizenship. The Pearson Product-Moment Correlation Coefficient (Pearson r) was used to determine the significant relationship between the variables examined in the study.

The following scales were used in interpreting the responses:

Degree of Relevance of Learning Competencies

Scale	Range	Interpretation
4	3.50–4.00	Highly Relevant
3	2.50–3.49	Moderately Relevant
2	1.50–2.49	Slightly Relevant
1	1.00–1.49	Least Relevant

Extent of Instructional Strategies

Scale	Range	Interpretation
4	3.50–4.00	Very High
3	2.50–3.49	High
2	1.50–2.49	Low
1	1.00–1.49	Very Low

F. Ethical Considerations

The study observed established ethical standards throughout the research process. Participation was voluntary, and respondents were informed about the purpose of the study before data collection. Confidentiality and anonymity were maintained in accordance with the Data Privacy Act of 2012. All gathered information was treated with strict confidentiality and was used solely for academic research purposes.

IV. RESULTS AND DISCUSSION

4.1 Degree of Relevance of Economic Learning Competencies

TABLE I. Degree of Relevance of Economic Learning Competencies

Rank / Indicator	Weighted Mean	Verbal Interpretation
1. Explain the emergence of unemployment to collect/apply social competencies	3.69	Highly Relevant
2. Assess the social impact of unemployment on national economic development	3.69	Highly Relevant
3. Explain globalization's economic benefits and drawbacks	3.69	Highly Relevant
4. Analyze the major roles of institutions in globalization	3.66	Highly Relevant
5. Provide suggestions to resolve the issue of unemployment	3.65	Highly Relevant
6. Elaborate historical, political, economic, socio-cultural roots of globalization	3.64	Highly Relevant
7. Explain sustainable development balancing growth and environment	3.62	Highly Relevant
8. Evaluate current challenges (consumerism, energy, poverty, health inequality)	3.62	Highly Relevant
9. Examine history of sustainable development as responsible progress	3.60	Highly Relevant
10. Compare local and international sustainable development strategies	3.60	Highly Relevant
Composite Mean	3.65	Highly Relevant

The findings revealed that the Grade 10 Araling Panlipunan learning competencies related to economic issues

were perceived as **highly relevant** in promoting active citizenship, obtaining a composite mean of **3.65**. This result indicates that teachers recognize economic education as a critical component of civic formation, enabling learners to understand the relationship between economic conditions, public policy, and responsible citizenship. Developing economic literacy equips students with the ability to analyze national and global issues, make informed decisions, and participate meaningfully in discussions concerning sustainable development and social welfare.

Among the competencies, those addressing **the emergence of unemployment, the social impact of unemployment on national economic development, and the benefits and challenges of globalization** received the highest ratings (WM = 3.69). These findings suggest that teachers place considerable importance on helping students understand labor market conditions and the interconnectedness of local and global economies. Such competencies encourage learners to recognize how economic changes influence employment opportunities, income distribution, and national development while fostering critical awareness of the responsibilities of both government and citizens in addressing socioeconomic challenges.

Competencies related to **the roles of institutions in globalization** (WM = 3.66) and **proposing solutions to unemployment** (WM = 3.65) were likewise rated highly relevant. These competencies extend students' understanding beyond theoretical economic concepts by emphasizing institutional accountability, public participation, and evidence-based problem-solving. By examining the functions of government agencies, international organizations, and private institutions, learners develop a broader appreciation of collaborative approaches to economic development and social equity.

Although all indicators were evaluated as highly relevant, competencies concerning **sustainable development**, including understanding its historical foundations, balancing economic growth with environmental protection, and comparing local and international sustainability strategies, received relatively lower weighted means (3.60–3.62). While these ratings still indicate strong relevance, they may reflect the challenges teachers encounter in teaching abstract and interdisciplinary concepts within limited instructional time. Sustainable development often requires integrating economic, environmental, and social perspectives, making it more complex to contextualize for junior high school learners.

Overall, the findings demonstrate that economic learning competencies provide an important foundation for developing active citizenship. By examining issues such as unemployment, globalization, and sustainable development, learners are encouraged to think critically about economic decision-making, evaluate public policies, and appreciate the relationship between economic development and social well-

being. These competencies promote informed participation in civic life by helping students understand that economic issues are not merely financial concerns but also matters of social justice, equity, and national progress.

The results also provide important implications for instructional practice. Given the high relevance of economic competencies, classroom instruction should emphasize inquiry-based learning, problem-solving activities, case analyses, collaborative discussions, and contextualized digital resources that connect economic concepts with real-life experiences. Integrating authentic community issues and local economic contexts can further enhance students' understanding and encourage meaningful civic engagement.

These findings informed the development of the Digital Learning Package, particularly **Module 1: Labor and Globalization (Epekto ng Globalisasyon sa Isyu ng Paggawa)**. The module incorporates cognitive strategies such as decision diagrams and Think–Pair–Share activities, affective strategies including reflective discussions and song analysis, and pragmatic strategies such as structured debates and community advocacy planning. Through these domain-integrated activities, the module seeks to transform economic literacy into active citizenship by enabling learners to analyze economic challenges, reflect on their civic responsibilities, and participate in proposing solutions to issues affecting their communities.

4.2 Degree of Relevance of Environmental Learning Competencies

TABLE II. Degree of Relevance of Environmental Learning Competencies

Competencies		
Rank / Indicator	Weighted Mean	Verbal Interpretation
1. Distinguish common natural hazards in the Philippines	3.73	Highly Relevant
2. Foster citizen and government cooperation during disasters	3.73	Highly Relevant
3. Associate human activities/decisions with natural disaster existence	3.72	Highly Relevant
4. Specify local government agencies in charge of welfare/assistance	3.71	Highly Relevant
5. Examine climate change effects on economy, society, and livelihoods	3.66	Highly Relevant
6. Determine residents' responses before, during, and after hazards	3.65	Highly Relevant
7. Specify political, economic, and social aspects of climate change	3.64	Highly Relevant
8. Evaluate climate change policies of local and international organizations	3.62	Highly Relevant
9. Discuss government initiatives to resolve environmental concerns	3.61	Highly Relevant
10. Create a case study on causes and effects of environmental issues	3.54	Highly Relevant
Composite Mean	3.66	Highly Relevant

The findings indicate that the Grade 10 Araling Panlipunan learning competencies related to environmental issues were perceived as **highly relevant** in promoting active

citizenship, with a composite mean of **3.66**. This result highlights the importance of environmental education in preparing learners to become environmentally responsible citizens who understand the interconnectedness of ecological sustainability, disaster resilience, and community participation. As the Philippines remains highly vulnerable to natural hazards and the impacts of climate change, integrating environmental competencies into Social Studies instruction enables students to develop the knowledge, values, and skills necessary to contribute to sustainable development and disaster risk reduction.

Among the learning competencies, **distinguishing common natural hazards in the Philippines and fostering cooperation between citizens and government during disasters** received the highest weighted mean (**WM = 3.73**). These findings underscore the significance of disaster preparedness as a core component of active citizenship. By recognizing different natural hazards and understanding the shared responsibilities of government institutions and community members, learners become better prepared to respond effectively during emergencies and participate in collective efforts to protect lives and property.

Similarly, competencies involving **associating human activities with the occurrence of natural disasters** (**WM = 3.72**) and **identifying local government agencies responsible for disaster response and public welfare** (**WM = 3.71**) were also rated highly relevant. These competencies promote environmental accountability by helping students recognize that environmental problems are influenced by human actions and require coordinated responses among individuals, communities, and public institutions. Such understanding encourages learners to adopt environmentally responsible behaviors while appreciating the role of governance in disaster preparedness and environmental management.

Competencies addressing **the effects of climate change on society, the economy, and livelihoods**, as well as **appropriate responses before, during, and after disasters**, likewise obtained high ratings. These findings suggest that teachers recognize the value of equipping students with practical knowledge and decision-making skills that support community resilience. Through the study of climate change and disaster preparedness, learners gain a broader understanding of how environmental challenges affect social and economic development, thereby reinforcing the importance of civic responsibility and sustainable practices.

Although all environmental competencies were assessed as highly relevant, the competency requiring students to **develop case studies on the causes and effects of environmental issues** received the lowest weighted mean (**WM = 3.54**). This relatively lower rating may reflect instructional challenges such as limited access to localized environmental data, time constraints, and the complexity of

conducting authentic environmental investigations within the classroom setting. Nevertheless, the competency remains valuable because it encourages inquiry, evidence-based analysis, and the application of environmental concepts to real-world situations.

Overall, the findings demonstrate that environmental learning competencies significantly contribute to the development of active citizenship by fostering environmental awareness, disaster preparedness, and community participation. These competencies encourage learners to recognize the relationship between human activities and environmental sustainability while promoting shared responsibility in addressing ecological challenges. Beyond acquiring scientific knowledge, students develop attitudes and behaviors that support environmental stewardship, climate resilience, and collective action for the common good.

The results have important implications for instructional practice. Environmental education should incorporate experiential and community-based learning approaches that enable students to apply classroom concepts in authentic contexts. Strategies such as disaster simulations, environmental campaigns, community mapping, project-based learning, and collaborative problem-solving can strengthen students' understanding of environmental issues while promoting civic engagement. Digital learning resources that integrate multimedia content, interactive scenarios, and local environmental case studies can further enhance learner participation and contextual understanding.

These findings informed the design of **Module 2: Environmental Hazards and Preparedness (Banta ng Kalikasan)** in the proposed Digital Learning Package. The module integrates cognitive strategies, including visualization activities and scenario-based analyses; affective strategies, such as disaster simulations and environmental commitment reflections; and pragmatic strategies, including community action planning and campus information campaigns. By combining these domain-based instructional approaches, the module aims to transform environmental knowledge into responsible action, empowering learners to become proactive environmental stewards and active contributors to disaster-resilient and sustainable communities.

4.3 Degree of Relevance of Political Learning Competencies
TABLE III. Degree of Relevance of Political Learning Competencies

Rank / Indicator	Weighted Mean	Verbal Interpretation
1. Assess social effects of graft/corruption on citizen participation	3.60	Highly Relevant
2. Explain economic impacts of graft and corruption	3.58	Highly Relevant
3. Identify causes of territorial conflicts to build conflict-resolution skills	3.57	Highly Relevant
4. Explain concepts, types, and methods of graft and corruption	3.57	Highly Relevant
5. Analyze social, political, and	3.55	Highly Relevant

economic effects of migration		
6. Suggest recommendations to eradicate graft and corruption	3.54	Highly Relevant
7. Classify internal and international migration patterns	3.51	Highly Relevant
8. Assess effects of territorial disputes on political/economic elements	3.49	Relevant
9. Define political dynasties to build understanding of power structures	3.47	Relevant
10. Investigate causes and effects of political dynasties	3.46	Relevant
Composite Mean	3.53	Highly Relevant

The findings revealed that the Grade 10 Araling Panlipunan learning competencies related to political issues were perceived as **highly relevant** in promoting active citizenship, obtaining a composite mean of **3.53**. Although political competencies received the lowest composite mean among the three domains examined, the overall rating indicates that teachers continue to recognize political literacy as an essential component of civic education. Political learning enables students to understand democratic governance, public accountability, citizen participation, and the responsibilities associated with exercising their rights and duties in a democratic society.

Among the competencies, **assessing the social effects of graft and corruption on citizen participation** obtained the highest weighted mean (**WM = 3.60**), followed by **explaining the economic impacts of graft and corruption** (**WM = 3.58**). These findings suggest that teachers consider corruption as one of the most relevant contemporary issues for developing civic awareness. Understanding the consequences of corruption enables learners to appreciate the importance of transparency, accountability, ethical leadership, and responsible governance. Such competencies encourage students to recognize how corruption weakens public trust, limits economic development, and undermines democratic institutions.

Similarly, competencies related to **identifying the causes of territorial conflicts** and **explaining the concepts, types, and methods of graft and corruption** (**WM = 3.57**) were also rated highly relevant. These competencies develop learners' analytical and critical thinking skills by encouraging them to examine complex political issues from multiple perspectives. Through discussions of governance, national sovereignty, and public administration, students gain a broader understanding of the interconnected nature of political, economic, and social development.

Competencies addressing **migration and its social, political, and economic effects** likewise received high relevance ratings, reflecting the importance of understanding globalization and population mobility in contemporary Philippine society. By examining migration trends, learners become more aware of issues related to labor mobility,

overseas employment, demographic changes, and the challenges experienced by migrant families and communities.

Although all competencies were considered relevant, those concerning **territorial disputes** (**WM = 3.49**) and **political dynasties** (**WM = 3.46–3.47**) received relatively lower ratings. These findings may be attributed to the complexity and sensitivity of discussing politically charged topics within classroom settings. Teachers may encounter difficulties in facilitating objective and balanced discussions because of local political affiliations, community dynamics, and the potential for controversy. Nevertheless, these competencies remain essential for developing informed citizens capable of evaluating governance structures and democratic processes critically and responsibly.

Overall, the findings demonstrate that political learning competencies contribute significantly to active citizenship by strengthening learners' understanding of democratic governance, ethical leadership, civic responsibility, and public accountability. Developing political literacy empowers students to participate thoughtfully in democratic processes, evaluate public issues using evidence, and advocate for transparent and responsive governance.

4.4 Comparative Analysis of Economic, Environmental, and Political Learning Competencies

TABLE IV. Comparative Analysis of Economic, Environmental, and Political Learning Competencies

Domain	Composite Mean	Interpretation
Environmental	3.66	Highly Relevant
Economic	3.65	Highly Relevant
Political	3.53	Highly Relevant

A comparison of the three competency domains demonstrates that all were perceived as **highly relevant** for promoting active citizenship, with only slight variations in their composite mean scores. **Environmental competencies** obtained the highest composite mean (**3.66**), followed closely by **economic competencies** (**3.65**), while **political competencies** received a slightly lower composite mean (**3.53**). The consistently high ratings across all domains indicate that teachers view active citizenship as a multidimensional construct requiring knowledge of economic systems, environmental sustainability, and democratic governance.

The high rating for environmental competencies reflects the Philippine educational context, where disaster preparedness, climate change adaptation, and environmental conservation have become increasingly important because of the country's vulnerability to natural hazards. Competencies emphasizing disaster risk reduction, environmental stewardship, and citizen-government collaboration were perceived as immediately applicable to learners' everyday experiences, making them particularly relevant to civic education.

Economic competencies ranked almost equally high, emphasizing the importance of economic literacy in preparing learners to understand unemployment, globalization, sustainable development, and socioeconomic inequalities. Teachers recognized that these competencies enable students to make informed decisions, appreciate the relationship between economic policies and social welfare, and develop a deeper understanding of responsible citizenship within an increasingly interconnected global economy.

Although political competencies received the lowest composite mean, they remained within the "Highly Relevant" category, indicating their continued significance in civic education. The relatively lower ratings may reflect the challenges associated with teaching politically sensitive topics, including corruption, political dynasties, and territorial disputes. Despite these challenges, political literacy remains indispensable for cultivating democratic values, ethical leadership, and informed civic participation.

Taken together, the findings suggest that active citizenship education should not emphasize a single content area but instead integrate economic, environmental, and political perspectives into a coherent instructional framework. Economic competencies develop informed decision-makers capable of understanding development and social welfare; environmental competencies foster responsible stewardship and disaster resilience; and political competencies strengthen democratic participation and public accountability. The complementary nature of these domains underscores the importance of interdisciplinary learning experiences that enable students to understand how societal issues are interconnected.

The comparative findings also provide a strong rationale for the development of the proposed Digital Learning Package. By organizing instructional modules around these three highly relevant competency domains and integrating cognitive, affective, and pragmatic learning strategies, the package offers teachers a structured approach to promoting active citizenship through contextualized, learner-centered, and technology-enhanced instruction. Such an approach ensures that learners not only acquire conceptual knowledge but also develop the values, critical thinking skills, and practical competencies necessary for meaningful participation in their schools, communities, and the broader democratic society.

4.5 Implications for Active Citizenship Education

The findings demonstrate that the Grade 10 Araling Panlipunan learning competencies on economic, environmental, and political issues provide a strong foundation for promoting active citizenship among junior high school students. The consistently high relevance ratings across the three domains indicate that the curriculum effectively equips learners with the knowledge and perspectives necessary to understand contemporary societal challenges and their roles as responsible citizens.

The results further suggest that active citizenship is best developed through a holistic approach that integrates cognitive, affective, and pragmatic learning experiences. While cognitive competencies enable learners to analyze public issues critically, affective learning nurtures civic values, empathy, and ethical responsibility, and pragmatic learning encourages meaningful participation in community and civic activities. This multidimensional approach moves civic education beyond the acquisition of knowledge toward the development of socially responsible behaviors and democratic participation.

The relatively higher ratings of environmental and economic competencies highlight the importance of contextualizing learning around issues that directly affect students and their communities, such as disaster preparedness, climate change, unemployment, and globalization. Meanwhile, the slightly lower ratings for political competencies indicate the need to strengthen classroom instruction on governance, corruption, political participation, and democratic institutions through balanced, evidence-based, and nonpartisan discussions. Addressing these areas can help learners develop greater confidence in evaluating public issues and participating responsibly in democratic processes.

Furthermore, the significant positive relationship between the relevance of learning competencies and the contribution of instructional strategies emphasizes that effective civic education depends not only on curriculum content but also on the quality of pedagogy. Learner-centered, inquiry-based, collaborative, and experiential teaching approaches create meaningful opportunities for students to connect classroom concepts with real-life situations, thereby fostering deeper civic understanding and engagement.

Digital Learning Package

The findings served as the foundation for the development of a website-based Digital Learning Package designed to strengthen the implementation of Grade 10 Araling Panlipunan. The package aligns learning competencies with instructional strategies that address the cognitive, affective, and pragmatic domains of learning, ensuring that students acquire knowledge while developing civic values and practical participation skills.

The package consists of contextualized instructional modules focusing on labor and globalization, environmental hazards and preparedness, anti-corruption and governance. Each module incorporates interactive learning activities, reflective exercises, collaborative tasks, and authentic community-based applications that promote active engagement rather than passive content acquisition. This design enables teachers to implement competency-based instruction using flexible digital resources that accommodate diverse learning styles and classroom contexts.

Beyond serving as a supplementary instructional resource, the Digital Learning Package supports the broader goals of the K to 12 curriculum by encouraging inquiry, critical thinking, collaboration, and responsible citizenship. Its integration of digital technologies enhances learner engagement while providing opportunities for continuous assessment, reflection, and authentic civic participation. The package therefore represents a practical innovation that bridges curriculum standards with meaningful learning experiences, making active citizenship education more accessible, engaging, and relevant to contemporary learners.

V. CONCLUSIONS

The study confirms that the Grade 10 Araling Panlipunan learning competencies related to economic, environmental, and political issues are highly relevant in promoting active citizenship among junior high school students in the Division of Batangas. These competencies provide learners with essential knowledge and skills that enable them to understand complex societal issues, exercise critical judgment, and participate responsibly in community and democratic life.

The findings likewise demonstrate that integrating cognitive, affective, and pragmatic instructional strategies significantly enhances the effectiveness of civic education. The strong positive correlation between competency relevance and pedagogical approaches indicates that meaningful learning occurs when curriculum content is supported by learner-centered and experiential teaching strategies that promote critical thinking, value formation, and authentic civic engagement.

The study also highlights the complementary role of school-wide initiatives, including peer-assisted learning, environmental programs, student governance, community service, and disaster preparedness activities, in reinforcing classroom instruction. These initiatives provide authentic opportunities for students to apply civic knowledge and strengthen their commitment to social responsibility.

Overall, the study establishes that competency-based instruction, supported by innovative digital learning resources and institutional collaboration, contributes significantly to the development of informed, responsible, and actively engaged citizens. The proposed Digital Learning Package provides a sustainable instructional framework that supports teachers in delivering contextualized and technology-enhanced civic education aligned with the goals of the Philippine K to 12 curriculum.

VI. RECOMMENDATIONS

Based on the findings of the study, the following recommendations are proposed:

1. **Strengthen curriculum implementation.** Curriculum developers may revisit and refine Grade 10 Araling Panlipunan competencies to provide sufficient instructional time for complex topics such as sustainable development, governance, and democratic participation while maintaining alignment with the Most Essential Learning Competencies (MELCs).
2. **Enhance teacher professional development.** Schools and education authorities should provide continuous capacity-building programs that equip teachers with effective pedagogical strategies for facilitating discussions on sensitive economic, environmental, and political issues using balanced, evidence-based, and learner-centered approaches.
3. **Institutionalize the Digital Learning Package.** Schools may adopt the proposed website-based Digital Learning Package as a supplementary instructional resource to enhance learner engagement, improve competency mastery, and promote active citizenship through technology-supported learning.
4. **Promote experiential civic learning.** Educational institutions should strengthen partnerships with local government units, community organizations, and other stakeholders to provide learners with authentic opportunities for community service, environmental stewardship, student leadership, and civic participation.
5. **Conduct further research.** Future studies may evaluate the effectiveness of the Digital Learning Package through experimental or quasi-experimental designs, investigate its impact on students' civic knowledge and engagement, and examine its applicability across different grade levels, learning areas, and educational contexts.

ACKNOWLEDGMENT

The researcher would like to express her sincerest gratitude to the following persons who provided assistance in the completion of the study: Ms. Via Doreen P. Hernandez, for her painstaking effort in giving technical assistance for the preparation for publication, Dr. Realiza M. Mame, Dean of the College of Teacher Education, for her utmost support and encouragement to finish the study; Dr. Rowena R. Abrea, Chairperson of the Panel, for the thoughtful comments and encouragement throughout this research; Dr. Jonelyn B. Sandoval, for her suggestions and effort in improving this work.

REFERENCES

- [1] Department of Education. *Strengthening anti-corruption campaigns through the creation of Anti-Corruption Committees*. Department of Education, 2023.

- [2] Bañaga, D. B. *Mass Training of Teachers (MTOT) of Grade 10 Araling Panlipunan Contemporary Issues*, 2017.
- [3] Department of Education. *K–12 Gabay Pangkurikulum: Araling Panlipunan Baitang 1–10*. Pasig City: Department of Education, 2016.
- [4] Serafico-Reyes, N. "Civic Competency in Junior High School: Mapping through the Content and Performance Standards of the Philippine Social Studies (Araling Panlipunan) Curriculum." *Proceedings of the International Conference on Education*, pp. 467–472, 2018.
- [5] Crowley, R. M., and K. Swan. "What Kind of Economic Citizen? An Analysis of Civic Outcomes in U.S. Economics Curriculum and Instruction Materials." *Education Sciences*, vol. 8, no. 3, p. 95, 2018.
- [6] Dizon, A. G. "Citizenship Education in the K to 12 Junior High School Economics Curriculum in the Philippines: A Content Analysis." *Citizenship, Social and Economics Education*, 2022.
- [7] Obeng-Odoom, F. "Economics, Education and Citizenship." *The Australian Universities' Review*, vol. 61, no. 1, pp. 3–11, 2019.
- [8] Bautista Reutotar, J. "Awareness, Attitude and Practices of Grade 10 Students Toward Environmental Stewardship." *International Journal of Multidisciplinary: Applied Business and Education Research*, vol. 4, no. 10, pp. 3549–3558, 2023.
- [9] Rogayan, D. V., Jr., and E. E. N. Villanueva. "Implementation Status of K–12 Social Studies Program in Philippine Public Schools." *PEOPLE: International Journal of Social Sciences*, vol. 5, no. 3, pp. 233–250, 2019.
- [10] UNESCO. *Education for Sustainable Development Goals: Learning Objectives*. Paris: UNESCO, 2019.
- [11] Hermosa, J.P. (2021). Political awareness and involvement of college of arts and sciences students of Laguna State Polytechnic University. *International Research Journal of Science, Technology, Education, and Management*, 1(2), 216-223.
- [12] Sison and Meduranda (2020). Achievements in global citizenship education shown at the project glaze festival of learning. Retrieved from <https://depednavotas.ph>.
- [13] Transparency International. (2023). Fighting corruption in education. Retrieved from <https://www.transparency.org/en>
- [14] Nozko, A., & Szegez, K. (2013). Active Citizenship Can Change Your Country For the Better. Retrieved from. <https://www.opensocietyfoundations.org/>
- [15] Alampay, E. G. A. (2017). A VSO-Bahaginan Framework for Active Citizenship. *Philippine Journal of Public Administration*.
- [16] Pasion, R. B. (2019). Knowledge of Social Studies as Predictor of Citizenship Behavior of Secondary Student Leaders of Butuan City, Philippines. *SMCC Higher Education Research Journal*. 6.
- [17] Memushi, T., (2018). Active Participation of Young People as a Part of the Integration Process of Albania in the EU. *Pavarësia Scientific Journal*.
- [18] Cadano, Mae Joyce & Cadano, O. (2023). The reasons of inactive youth engagement in the community: a case study in Barangay District III, Babatngon, Leyte. 123. 44-60. 10.47119/IJRP1001231420234683.
- [19] Ahrari, J.O., (2014). Active Citizenship by Active Learning. *Journal of Applied Science*. 14 (20), 2450-2459. doi: 10.3923/jas.2014.2450.2459.
- [20] Rusu, A. S., Copaci, I. A., & Soos, A. (2015). The impact of service-learning on improving students' teacher training: Testing the efficiency of a tutoring program in increasing future teachers' civic attitudes, skills and self-efficacy. *Procedia-Social and Behavioral Sciences*.
- [21] Chianese, D. (2018). Promoting Students Active Citizenship: The Project SPACE. *Asian Journal of Contemporary Education*. 2 (1), 1-7
- [22] LeCompte, K., Bleeven, B, & Ray, B. (2017). Teaching Current Events and Media Literacy: Critical Thinking, Effective Communication, and Active Citizenship. *Social Studies and the Young Learner*. 29 (3), 17- 20.
- [23] Sison and Meduranda (2020). Achievements in global citizenship education shown at the project glaze festival of learning. Retrieved from <https://depednavotas.ph>.
- [24] Bonifacio, A. (2013). Developing information communication technology (ICT) curriculum standards for K- 12 schools in the Philippines, University of the Philippines College of Education – Curriculum.
- [25] Lin, M.H., Chen, H.C.,& Liu, K.H. (2017). A Study of the Effects of Digital Learning on Learning Motivation and Learning Outcome. *EURASIA. Journal of Mathematics, Science and Technology Education*. 13(7) 553-3564. DOI 10.12973/eurasia.2017.00744a
- [26] ara Nieto-Márquez, N., Cardaña Martínez, A., Baldominos, A., González Petronila, A., & Pérez Nieto, M. Á. (2020). Assessment of the Effects of Digital Educational Material on Executive Function Performance. In *Frontiers in Education* (5), p. 545709.
- [27] Suryani, N., Sutimin, L. A., Abidin, N. F., & Akmal, A. (2021). The Effect of Digital Learning Material on Students' Social Skills in Social Studies Learning. *International Journal of Instruction*, 14(3), 417-432
- [28] Garzon, J. A. & Garzon, J. R. (2023). Teachers' Digital Literacy and SelfEfficacy in Blended Learning. *International Journal of Multidisciplinary Educational Research and Innovation*. 1(4), 1-13. <https://doi.org/10.17613/cmjbv-1386>

