Journal of Social and Political Sciences

The online version of this article can be found at:
https://www.asianinstituteofresearch.org/

The Asian Institute of Research *Social and Political Sciences* is a peer-reviewed International Journal. The journal covers scholarly articles in the fields of Social and Political Sciences, which include, but are not limited to, Anthropology, Government Studies, Political Sciences, Sociology, International Relations, Public Administration, History, Philosophy, Arts, Education, Linguistics, and Cultural Studies. As the journal is Open Access, it ensures high visibility and the increase of citations for all research articles published. The *Journal of Social and Political Sciences* aims to facilitate scholarly work on recent theoretical and practical aspects of Social and Political Sciences.

The Ripple Effect of Civic Education Empowerment: Unravelling the Pillars of Good Citizenship

Buddy Melchor Castillo[1], Franz Willard L. Domogen[2], Jomar Alforque[3], Gemma D. Ayson[4], Ace Kevin E. Leaño[5], Krisha Leigh D. Mauricio[6], Noe D. Abrajano[7], Penelope M. Abbugao[8], Lei Anne Joyce P. Antolin[9], Bien Alvie D. Bascon[10]

[1] Associate Professor, Department of Political and Social Sciences, School of Teacher Education and Liberal Arts, Saint Louis University, Baguio City, Philippines
[2,3,4,5,6,7,8,9,10] Department of Political and Social Sciences, School of Teacher Education and Liberal Arts, Saint Louis University, Baguio City, Philippines

Correspondence: Franz Willard L. Domogen, Department of Political and Social Sciences, School of Teacher Education and Liberal Arts, Saint Louis University, Baguio City, Philippines. E-mail: fwldomogen@gmail.com

Abstract
Discourse on pivotal current issues through and in education is the best approach to promote civic engagement and meaningful political participation among the youth. In this paper, the benefits of civic education empowerment from among Grade 12 students of Sablan National High School was explored. The essence of civic education empowerment has three main goals: political knowledge and understanding, democratic attitudes, and a readiness for democratic political action. Schools play an important role in catalyzing increased civic engagement; they can do this by enabling the youth to develop and practice the knowledge, beliefs, and behaviours needed to participate in civic life. The ripple effect of civic education empowerment is manifested in the relevant learning experiences obtained by the participants in terms of their civic knowledge and civic skills. As to how these civic knowledge and civic skills enhance their civic dispositions and participation, it is evident that participant-respondents assimilated the necessary civic knowledge for an informed choice which reflects their civic dispositions in the formulation of their standards for suffrage. Civic knowledge, civic skills, and civic dispositions and participation constitute the core elements of an informed and active citizenship.

Keywords: Civic Disposition, Civic Education Empowerment, Civic Knowledge, Civic Skills, Civic Participation, Suffrage

1. INTRODUCTION

Citizenship and civic empowerment instils a sense of political awareness, develops civic values, and reduces political apathy. In the grassroots civic education extension program of the Department of Political and Social Sciences (DPSS) in the Cordillera Region, Castillo et al. (2019) conveys that socio-political values enhance citizenship. It concludes that socio-political values demonstrate citizenship, and civic education programs are a

way to obtain them; claiming that acquired socio-political values are essential to community engagement and nation-building; thus, it recommends that citizenship education must be intensified and sustained.

1.1. Definition of citizenship

As the community functions to construct and inculcate morals and virtues to its citizens (Halstead and Pike, 2006; Muleya 2018), citizens in turn are expected to commit to the values and morals derived (Pearce and Hallgarten, 2000). Halstead and Pike (2006) refer to citizenship as membership to a political community or state of settlement. Cohen (2017) and Tilly (1997) stress that rights and obligations are what legitimately bind a citizen to a state. Citizenship, thus, is both belonging and participating. Simply, citizens are bound to perform their duties and responsibilities to the community as expected of them while they enjoy the benefits, protection, and privileges of citizenship vested by the community.

The study is framed to evince that civic education and citizenship education mutually stake and contribute in the process of actualizing citizenship values. Muleya (2018) vetoes that citizenship education and civic education are the same—there are distinctions to their characteristics and how they are applied but convergences dwarf them. Civic education is oriented with the process of enriching citizenship. Meanwhile, citizenship education comprises the activities pertinent to the understanding and effectuation of duties and responsibilities, rights, and other facilities of citizenship. They join as fundamental education frameworks whereas civic education is more concerned with methods and mechanisms, while citizenship education is towards disposition, acquisition of knowledge, skills, and values including commitment and understanding thereto, but not limited. Muleya (2018) finds the simplest yet practical convergence of civic and citizenship education: they are applied in daily life. Balanced to the orientation of the matrix for citizenship used from Levinson (2011) and the model for civic education by the DPSS adopted to this research, civic education then is taken as the process of inculcating transformation with the embedded concept of citizenship education to enrich learner civic knowledge, skill, and disposition and participation to actualize meaningful citizenship ideals.

1.2. Civic education

Civic education on the other hand is a system, praxis, participation, and effectuated socialization (Peterson, 2011; Carretero, Haste & Bermudez, 2016; Muleya, 2017). It conjoins the learning system with participative exhibition; a process involving formal and informal transfers in teaching citizenship education (Peterson, 2011). Peterson (2011) also positions that citizenship education falls in the scope of civic education. The author views school learning as a formal system but gives equal importance to community-level socialization and teachings as informal transfers of knowledge. Importantly, civic education is personalized to the practices, experiences, and processes developed within the community; hence, civic education is associated with community cultural practices and knowledge that influence citizens' behaviour and action (Crittenden and Levine, 2013; Biesta, 2011; Muleya, 2018).

1.3. Citizenship education

Concise to cognition, citizenship education is dedicated to: the discussion of the rights of members in a political community; the cultivation of their understanding towards citizens' duties and responsibilities; expositions on how individuals perform to be capable citizens of the community; and the assimilation of theory and learned knowledge to reflect citizens' action (Pearce and Hallgarten, 2000; Halstead and Pike, 2006; Muleya, 2018). It is committed to: the individual tiling of social, moral, and citizenship values; political socialization and participation; and the conception of individual visions and aspirations of citizens for their community making them perceptive not only to their role to the community but also to how they can transform and contribute meaningfully to it (Butts, 1980; Annette and Mclaughlin, 2005; Pearce and Hallgarten, 2000; Cohen, 2013; Muleya, 2018).

In Cohen (2013), citizenship education is grounded to three pillars: knowledge, values, and disposition. Levinson (2011) in precedent lay that a tripartite citizenship empowerment must spring action; thus his pillars are: civic knowledge, civic skills, and civic dispositions and participation.

As a transformative process, the researchers identified the levelled demonstrations of civic education and its holistic transformation of citizens through the pillars of citizenship by Levinson (2011). Articles of literature suggest that there are quantifiable gains to civic and citizenship education in the realm of personal, cognitive, socio-emotional, behavioral, and participatory dimensions (Vilazaki and Mathebula, 2013 as cited by Muleya, 2017; UNESCO, 2016). Through the DPSS civic education program implementation caravan as a working model of civic education, the researchers determined the actualized values of citizenship and participation among indigenous citizens proving that civic education is not bantam to knowledge and thought formulation but extends to participative and engaged citizen exhibition.

1.4 Research Problem

This research study explored the benefits of civic education among Grade 12 students of Sablan National High School as a sequel of the citizenship education themed, civic education extension program implemented by the DPSS. The benefits of civic education were manifested in the embodiment of the three pillars of good citizenship by Levinson (2011), namely: civic knowledge, civic skills, and civic dispositions and participation. The specific questions are:

1. What are the relevant learning experiences obtained by the Grade 12 students from the implementation of the DPSS civic education program in terms of civic knowledge and civic skills?
2. How do these civic knowledge and civic skills obtained by the Grade 12 students enhance their civic dispositions and participation?
3. Why do civic knowledge, civic skills, and civic dispositions and participation constitute the core elements of an informed, engaged, and active citizenship?

2. PHILIPPINE CIVIC EDUCATION AND CORDILLERAN INDIGENOUS LEARNING SYSTEMS

2.1. Formal civic education in the Philippines

In the Philippine contemporary, The National Task Force on Civic Learning and Democratic Engagement (2012) implores colleges and universities to create an environment conducive to learning and civic engagement by prioritizing civic learning and democratic participation. Therefore, schools should have the capacity to influence the overall civic life of their students, local, and state. Educational systems and institutions, as a collective, should encourage and join discourses regarding local and national issues; however, it is vital that civic responsibility be inculcated to the youth before entering higher education (The National Task Force on Civic Learning and Democratic Engagement [TNTFCLDE], 2012). This task now falls under the K-12 education and evaluation agencies in the Philippines to consider along with the reality that not all students proceed to higher education.

Since education is an institution for learners to develop their civic skills and maturity, civic learning should be present to both the youths' formal and informal education across all levels (TNTFCLDE, 2012). According to Abes et al. (2007), as cited in Johnson (2017), educators should not consider civic identity as separate and different from the learner's overall identity. They must be of the same developmental trajectory. Having an idea of the learners' identity enables educators to craft the necessary interventions.

2.2. Indigenous education and indigenous knowledge system

Educational anthropologists reiterate that indigenous education and knowledge structures are salient areas of concentration even in a world characterized by globalization and with demands for a mainstream universal

education system. A critique to mainstream education is its indelible experiences of isolation to indigenous students from their very own communities, heritage, culture, and history. Western-inspired mainstream universal education kills indigenous knowledge by decontextualizing indigenous knowledge from its cultural and spiritual foundations, resulting in fragmentation and misinterpretation. Such disregard for the indigenous communities cause the disappearance indigenous knowledge system (IKS), further augmenting the discrimination and marginalization of indigenous learners which result to poor learning outcomes (Rovillos, 2002).

Peterson (2011) avers that cultural teachings, community practices, and interactions expose an individual to the ideals of citizenship. Hence, meaningful experience of cultural activities and affairs, literature, as well as interaction with members of the same community is an informal, nevertheless substantial, system of citizenship education.

Literature on indigenous learning systems (ILS) in the Cordilleras present systems akin: Arzadon (2016) in a study entitled "The *Mambunong* and the School Knowledge Systems: Parallel and Interconnected" finds two knowledge systems in Sitio Lamut of La Trinidad, Benguet: (1) the knowledge system held by the *Kankana-ey mambunong* (village priest-elders)—informal; (2) while its formal counterpart is found to schooling. The *mambunong* system believes and centers its discussion to accounts and phenomena beyond the material world.

Bennagen's (1987) ethnographic work in a *Kankana-ey* community pronounced that learning occurs from childhood to adulthood as mediated by people (family members, peers, elders), rituals (like *dawak*), and friendly settings like in *dap-ay* (male dormitory). This bases that the community plays an important role in the development of an individual. At the final phase, the adult *Kankana-ey* is expected to acquire skills about livelihood, ritual performance, and political participation (Arzadon, 2016).

Indigenous knowledge systems do not only maintain the attachment of the people to their culture and history as an in-group. More significantly, they aid better into the transfer and communication of knowledge and information from educators to learners due to language constraints for in-groups. To learners, the synthesis of skills and capabilities on citizenship rendered to them through formal education are blended to their cultural, educational practices as instruction that equips them to be knowledgeable, productive, participatory, and thus good citizens in their respective communities and the state as a collective.

3. METHOD

3.1. Population and sampling

Purposive sampling was used in choosing the participant-respondents. Participant-respondents are composed of fifty-five (55) enrolled Senior High School students from the Humanities and Social Studies (HUMSS) strand, the Accountancy and Business Management (ABM) strand, and the General Academic Strand (GAS) of Sablan National High School (SNHS) in Benguet, Philippines. The sample was dependent on the attendance and participation of the participant-respondents during the two-time visit of the DPSS in facilitation of its citizenship education empowerment lecture-workshop at SNHS.

Fifty-five (55) participants were grouped into eight (8) during the administration of the editorial cartoon activity (first-phase, qualitative); meanwhile, fifteen (15) participants responded to the impact assessment administered after the program implementation (second-phase, quantitative). In order to ensure that sample identity matches, attendance sheets were procured and administrative assistance from the SNHS faculty was sought.

3.2. Research Design

An **embedded mixed method design** was adopted utilizing a preliminary qualitative data gathering with a consequent nested quantitative and qualitative assessment enriched to the first-phase findings. Embedded design is a useful constructive approach commonly applied in program-implementation studies (Creswell, 2014). The

mixed-methods quality of the study is discerned in the collection of open-ended, qualitative data and the close-ended, quantitative statistics (Onwuegbuzie and Turner as cited by Creswell, 2014).

3.3. Data Instruments, Analysis, and Gathering

Photo language via editorial cartooning was the qualitative data instrument for the first-phase data collection. Cartoons and visual media are non-linguistic sources that have communicative functions in depicting meaning through impactful symbols and object representations (El Refaie, 2009). A **thematic analysis** (TA) was used to semiotically treat the data by identifying repeated patterns of messages or themes in the visual presentations (Sani et al., 2012; Costa, 2016).

A follow up **survey-questionnaire** via impact assessment was administered to resolve the gaps in the primary phase. **Statistical mode** was used to extract common, dominant quantitative points for nesting. In measuring the central tendency of data, statistical mode is useful to identify the most frequent variables in the dataset (Kenney and Keeping, 1962).

The data gathering process involved a first-phase qualitative data collection and analysis succeeded by a secondary quantitative data collection whose inquiry was generated from the first-phase data to correspond and supplement the initial results (Yu and Kazanchi, 2017; Creswell, 2014).

Procedurally, qualitative findings were extracted through a thematic analysis from the administered editorial instrument during the first visit. For the quantitative phase of data collection, a follow-up survey questionnaire (i.e., impact assessment) was administered to the sample on the second data facilitation where empirical findings were nested to the main themes to key the ripple effect of civic education among participant-respondents.

3.4. Value-freeness

Value-free inquiry is an inquiry or research that is thought to be free from the influences of human values (Given, 2008) and that the belief by which concepts are defined without using evaluative terms (Carter, 2015). Value neutrality was observed in the conduct of the study. Value-neutrality refers to the duty and responsibility of the researcher to overcome personal biases while conducting any study. It aims to separate fact and emotion and stigmatize people less (Group, 2019). Given that the study at hand was conducted by researchers coincidentally in their capacity as co-implementers of the Extension Program of the DPSS, who had direct experience in the execution of the program as core group, and had interactions with the participant-respondents, researchers made sure that the observations and interpretations presented were unbiased as it must be. The researchers made clear of their noble values and how these could affect their work. Data gathered were objectively treated in accordance to the prescribed design and methods of the study.

4. FINDINGS

Specific Research Question 1: What are the relevant learning experiences obtained by the Grade 12 students from the implementation of the DPSS civic education program in terms of civic knowledge and civic skills?

Derived from the findings, participant-respondents were able to develop essential civic learning to and about: **indigenous self-governance and identity**, **political decentralization**, **regional prosperity and economic development**, and **citizenship education culminating for a sustainable democracy**. These civic understanding and knowledge develop into civic skills which are determined by the **degree of their political maturity** and their **voter participation** in exercise of their political right.

Specific Research Question 2: How do these civic knowledge and civic skills obtained by the Grade 12 students enhance their civic dispositions and participation?

The radical switch of civic knowledge and skills obtained to influence disposition and participation evinces the targeted ripple effect borne out of civic education efforts. **Civic education** empowerment confers to participant-respondents the necessary civic knowledge for an informed choice which reflects their civic disposition in the formulation of their criteria for suffrage. Streamlining, the themes to the **criteria** for political preference drawn from sample responses were: **rational choice, experience of political candidate to public service, educational background, personal attributes,** and **good track record**. Thematically, **political discernment to voter participation** in exercise of their disposition over political issues, particular to their action to vote in a plebiscite and or referendum is a demonstrated action of their disposition and as told by their individual justifications. More so, the determined **participation to political activities** of the participant-respondents, especially to the twin issues of autonomy and federalism, exhibits substantial maturity of their disposition hence stirring meaningful participation.

Specific Research Question 3: Why do civic knowledge, civic skills, and civic dispositions and participation constitute the core elements of an informed, engaged, and active citizenship?

The tripartite elements of the ripple effect narrative are fundamental tenets necessary to be acquired for citizens to manifest an informed, engaged, and active role in citizenship action. Civic knowledge, civic skills, civic dispositions, and civic participation elaborate the leveled process for citizenship development. In order for one to exercise meaningful citizenship participation, one must first be informed on and about issues pertaining to the society. This development is not narrowed to awareness of various concerns and issues, but requires a citizen to thoroughly improve their wisdom on and about the rudiments of citizenship. With knowledge and understanding as baseline, citizens are able to transform them into skills, such as: critical assessment, exposition of thought or reasoning, and interpreting apparent to how the participant-respondents expounded on their choice narratively explained and as deduced through linked themes. Learned knowledge then forms to assimilate how citizens internally deliberate on pressing phenomena or changes.

Civic disposition is the result of a citizen's application of his/her civic skills. It is the part of the process where one has determined from within a logical conclusion. Disposition serves as their perception and even their substance for debate when challenged to explain or reason out a choice or certain belief. It is the imprint of knowledge. Meanwhile, civic participation is the process of putting into a tangible and obvious action the result of one's civic disposition. How participant-respondents have drawn into symbols their idea of autonomization and federalism in the editorial cartoons are tangible indices. How participant-respondents as a group corroborated to share their perception with one another and put into a single poster-image, different views with harmony is a display of their shared interest. How participant-respondents articulated their motive behind their action for political participation (i.e., to vote for and during elections, a political candidate, to a plebiscite, and a referendum as in Scenarios 1, 2, 3A, 3B).

In order for a citizen to meaningfully socialize and participate in exercise of their citizenship rights and involvement, it is important that one must be: informed, or is willing to be informed; is open to engage with the community—to communicate, learn, and to share; and to purpose in performing their duties and rights as active citizens. All of which is encompassing the process of the ripple effect borne out of civic education.

5. RESULTS AND DISCUSSION

5.1. Results

5.1.1. Thematic results on editorial cartoons (see Appendix A).

Table 1: Themes identified from editorial cartoons and their tally.

IDENTIFIED THEMES	EC1	EC2	EC3	EC4	EC5	EC6	EC7	EC8	T
Regional prosperity and economic development[1]	■		■	■	■	■	■	■	7
Indigenous self-governance and identity[2]	■				■	■	■		4
Political decentralization[3]	■			■		■		■	4

Note: Editorial Cartoon is abbreviated as EC.

Table 1 shows the as tallied from the eight (8) editorial cartoons. Participants were tasked to draw their understanding of the Autonomous Region in the Cordillera on one side, and to picture their understanding of federalism in the Philippines on another. Labels and captions to enhance concepts were encouraged. Among the main themes, regional prosperity and economic development was evident to seven (7) of the drawn instruments. Indigenous self-governance and identity tied with political decentralization manifesting among four (4) editorial cartoons. These dominant themes round the discussion to determine the knowledge and skills identified along with its influence on the disposition and participation of the participant-respondents to political activities.

5.1.2.. Thematic and mode results on impact assessment.

5.1.2.1. Scenario 1 on voter preference of an electoral candidate for mayoral post to an assumed local election.

Table 2: Voter disposition on an electoral candidate.

DESCRIPTION	TALLY (n=15)
Lawyer-politician of over 20 years who interchanges with wife between term limits.[4]	1
Uncle by consanguinity without concrete preparation and educational qualification.	0
Moneyed businessman.[5]	1
Retired public school teacher.[6]	13

Table 3: Tallied and identified themes to impact assessment scenario 1.

THEMES	R1	R2	R3	R4	R5	R6	R7	R8	R9	R10	R11	R12	R13	R14	R15	T
Voter participation	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	15
Experience in the public field	■	■	■	■	■		■	■	■	■	■	■	■	■	■	14
Educational background	■	■	■	■	■		■	■	■	■	■	■	■	■	■	14
Personal attributes	■	■	■	■	■	■	■	■	■	■	■	■	■		■	13
Good track record	■	■	■	■	■		■	■	■	■	■	■	■	■		13

Table 2 exhibits voter disposition towards electoral candidates preferred to be voted in an assumed, incoming mayoral election. Participant-respondents mutually pledge to vote for a retired public school teacher among the

---

[1] Regional prosperity and economic development (EC1, EC3, EC4, EC5 EC6, EC7, EC8)
[2] Indigenous self-governance and identity (EC1, EC5, EC6, EC7)
[3] Political decentralization (EC1, EC4, EC6, EC8)
[4] Lawyer-politician (R15)
[5] Moneyed businessman (R6)
[6] Retired public school teacher (R1, R2, R3, R4, R5, R7, R8, R9, R10, R11, R12, R13, R14)

listed electoral candidates with thirteen (13) unanimous votes. Meanwhile, one (1) participant-respondent opts to vote for a lawyer-politician with decades of experience who interchanges with his wife between term limits, and one (1) for a moneyed businessman.

On Table 3, themes to the participation and criteria of electoral preference are: voter participation which was revealed among the fifteen (15) assumed votes of the sample, while experience and education tied as demonstrated among fourteen (14) participant-respondents. Personal attributes and a good track record were substantiated from among thirteen (13) responses.

5.1.2.2. Scenario 2 on voter action and stance on an assumed plebiscite for a new, Federal Constitution.

Table 4: Voters' disposition towards plebiscite for a new Federal Constitution.

DESCRIPTION	TALLY (n=15)
Will vote for the adoption of a new Federal Constitution.[7]	13
Will not vote for the adoption of a new Federal Constitution.[8]	2
Will not bother to participate in the plebiscite.	0

Table 5: Identified themes to impact assessment scenario 2 on voters' disposition towards plebiscite for a new Federal Constitution.

THEMES	R1	R2	R3	R4	R5	R6	R7	R8	R9	R10	R11	R12	R13	R14	R15	T
Rational choice	■	■		■	■	■	■	■			■					8
For positive change/transformation	■	■		■			■	■	■			■				7
For regional development and prosperity	■	■					■	■								4
Death of culture and unity														■	■	2
Philippines is not ready for federalism														■		1
Compliance														■		1

To Table 4, thirteen (13) participant-respondents chose to vote for the adoption of a new Federal Constitution; two (2) opposed to vote for a new Constitution; while none remained to be indifferent towards the plebiscite. Correspondingly, out of the themes identified and tallied from scenario 2 of the impact assessment, rational choice was displayed among eight (8) responses of the participant-respondents. Seven (7) are up for positive change or transformation to CAR; four (4) are supportive of regional development and prosperity. Meanwhile, two (2) justifies that a new, Federal Constitution kills nationalism and the central unity of a unitary state; and an opposition to justify Philippines' incapacity for Federalism and as a mere act of compliance, hence, their reason to vote were evident among one (1), separate responses.

5.1.2.3. Scenario 3A on voter participation and disposition to an assumed referendum to adopt an organic act creating an Autonomous Region in the Cordilleras.

Table 6: Voters participate in a referendum to become an Autonomous Region in the Cordilleras.

DESCRIPTION	TALLY (n=15)
Will cast (a) vote.	15
Will not cast (a) vote.	0

---

[7] Will vote to plebiscite for the new, Federal Constitution (R1, R2, R3, R4, R5, R6, R7, R8, R9, R10, R11, R21, 14)
[8] Will not vote to plebiscite for the new, Federal Constitution (R13, R15)

Table 7: Identified themes to impact assessment Scenario 3A to voters' participation on a referendum to an Autonomous Region in the Cordilleras.

THEMES	R1	R2	R3	R4	R5	R6	R7	R8	R9	R10	R11	R12	R13	R14	R15	T
Future-sightedness/vision for voting	X		X	X	X		X	X	X				X		X	9
Voters education														X	X	2
Positive, active citizenship participation											X			X		2
For indigenous and environmental preservation													X			1

On voters participation in a referendum to an Autonomous Region in the Cordilleras as shown in Table 6; fifteen (15) participant respondents collectively choose to cast their vote in a referendum.

To Table 7, justified among the responses from the administered impact assessment supplanting their choice to participate for a referendum to a new, Federal Constitution for CAR, future-sightedness or regional vision was keyed from nine (9) explanations. Voters' education and positive, active citizenship participation were respectively manifested from among two (2) separate explanations. Indigenous and environmental preservation as a reason was also expounded from one (1) exposition.

5.1.2.4. Scenario 3B on voter participation in the referendum/election.

Table 8: Voters action on a referendum to an Autonomous Region in the Cordilleras.

DESCRIPTION	TALLY (n=15)
Will vote for autonomization.	15
Will not vote for autonomization.	0

Table 9: Identified themes to impact assessment Scenario 3B to voters' action on a referendum to an Autonomous Region in the Cordilleras.

THEMES	R1	R2	R3	R4	R5	R6	R7	R8	R9	R10	R11	R12	R13	R14	R15	T
Regional competitiveness	X			X	X			X					X	X		6
Self-determination, sovereignty, independence		X							X	X		X	X			5
Cultural coherence	X			X												2
Backward regional development								X								1

Fifteen (15) participant-respondents, or the entire sample, choose to vote for the autonomization of CAR in display of their suffrage evident in Table 8.

Final to the thematic determination, among the identified themes to scenario 3 of the impact assessment on voters' action to referendum displayed on Table 9, regional competitiveness as a theme was depicted from

among six (6) explanations. Five (5) respondent-participants proposed their adherence for self-determination, sovereignty, and independence. Furthermore, the theme cultural coherence was sourced from two (2) claims; and backward regional development had a sole (1) manifestation from among the responses.

5.2. Discussion

5.2.1. Themes to Specific Research Question 1.

Themes for civic knowledge:

Regional prosperity and economic development.

Prosperity is conceptualized as ecological sustainability, social inclusion, and quality of life. Its overall concept encompasses economic security, competitiveness, and growth (Law Insider, n.d.). On the other hand, economic development is a broader concept than economic growth. The development reflects social and economic progress and requires economic growth. Growth is a vital and necessary condition for development, but it is not sufficient as it cannot guarantee development (Fritz & Koch, 2016).

Reflective to editorial cartoons, images of money, infrastructures, land cultivation, products of regions, and highways signify the change and the region's desired development (EC1, EC2, EC3, EC4, EC6, EC7, EC8). These symbolisms clinch for economic independence and prosperity. However, amidst the desired progress, symbols for consistency and preservation remain evident. As the region (CAR) progresses and develops, it should not neglect the people and its cultural identities as its lifeblood (EC1, EC3, EC5, EC6, EC7).

To the impact-assessment, participant-respondents answer to cast their votes on a plebiscite for the autonomization of Cordillera with aim for a developed and prosperous region. "Left behind," "to develop," "will benefit," and "to improve" (Scenario 3A: R1, R3, R4, R5, R8, R11, R13; Scenario 3B: R1, R4, R5, R8, R15) are common narratives linked to how respondents put development and regional competence together amicable to a defined prosperous region at par with other regions.

Indigenous self-governance and identity.

Indigenous governance refers to the patterns and practices of rule by which indigenous people govern themselves in formal and informal settings (Nichols, 2007). The Philippines pictures plurality and diversity in terms of various ethnic communities, religions, cultures, and languages, which in turn makes unity and national development a complex issue to discuss. Mendoza et al., (2006) from Buendia et al., (2016) states that, it is to be reflected that governing a multi-ethnic nation-state makes it imperative that people's cultural differences and political-economic structures be considered in governance.

The stout recognition of indigenous peoples and indigenous governance were evident in indigenous markings in the editorial cartoons: EC1, EC5, EC6, and EC7 (cultural patterns and symbols, leaders in cultural attire). The concept of self-rule, self-determination, and indigenous people's governance has a deep historical meaning embedded among the indigenous peoples (IPs). It is a permanent fixture in the local vocabulary rooted in ethnic identity, claim for ownership of ancestral lands, and defense of culture. The editorial cartoons were rich with symbolisms that captured the need to deepen one's understanding of IP governance as well as to appreciate their governing mechanisms. To the impact assessment, the determination to indigenous self-governance comes with the acknowledgement of the participant-respondents to Cordillera's unique culture and systems which placates their ascribed indigenous identity. This strengthens the support for autonomization and federalism as self-governance is believed to not only preserve regional cultural identity but is more progressive to attend to concerns and needs distinct to the region (Scenario 3A: R7, R8, R9, R10, R11, R12, R13, R15; Scenario 3B: R9, R10, R11, R12, R13, R15).

Political decentralization.

Political decentralization allows indigenous communities to form an independent governing body that translates a united and shared culture admissible to a region particularly to the Cordilleran community. Division via puzzle blocks, highlighted archipelagic and regional divide (EC1, EC4, EC5, EC8) represents the separated states or regions in a federal system but are still recognized as part of the country. The division is perceived to empower all regions within the country to self-determination. The person dressed in their traditional clothing (EC1, EC5, EC7) represents the retention and solidification of cultural identity while realizing self-determination over the region. It endows the turned political subdivisions to their own decision-making and policy-making as well as to the management of their autonomous regions.

Political decentralization as a theme can be emphasized in the answers of all participant-respondents in the impact-assessment affirmative to transforming CAR to the Autonomous Region of the Cordillera (Scenarios 3A and 3B: R1 to R15). Majority are open to a new constitution that favours the concept of autonomization which promotes the theme of independence on the premise that it is advantageous to indigenous communities by allowing self-governance and without deep reliance on the central government (Scenario 3A: R10, R15; Scenario 3B: R2, R9, R10, R11, R12, R13). In addition, the respondents preferred for the region's collective emancipation from the national government in terms of policy-making and the utilization of their natural resources (Scenario 3A: R12).

Citizenship education for sustainable democracy.

Citizenship education equips people with knowledge, and skills to understand, challenge, and engage with democratic society which includes politics, the media, civil society, the economy, and the law. Informed, active, and responsible citizens are a significant necessity for democracies to maintain activity - citizens who are willing and able to take responsibility for themselves and their society and contribute to the political processes.

Civic education and citizenship are inseparable to the practice of democracy. Democratic exercise is founded on the electoral participation of the sample (Scenarios 1, 2, 3A, 3C). The source of their action is reinforced by their accumulated knowledge, developed skills, and formed disposition allowing them to justify their carried political action (Scenarios 2, 3A, 3B). These expound a critical degree of political maturity, grounded defence of their discernment, and a meaningful participation to political activities.

Themes to civic skills manifested:

Voter participation.

Voter participation is the lifeblood of democracy. A distinct and special political act, voting allows for the views of more people to be represented than any other activity (Owen, 2008). Voter participation is exhibited in the manner participant-respondents choose to vote, or not to, during elections, on a plebiscite, or in a referendum (Scenarios 1, 2, 3A & 3B). Independent justifications that contrast, match, or supplement each other are the dispositions that substantiate their decision. Meanwhile, their participation is the action taken to patent their disposition. Voter participation is also a response to an existing political activity (i.e., elections, plebiscite, referendum) benefited from democracy.

Degree of political maturity.

The degree of political maturity is highlighted on the manner participant-respondents reason their political stand and action. These are potentially rationalized out of a sound disposition over accumulated civic knowledge. Concrete indicators are their explanation that led to their contextualized and presumed voter action (Scenario 2B and 3B). The degree of political maturity are thus affected by the quality of the core elements (i.e., civic

knowledge and civic skills) which would engender the feature of their disposition which marks their level of political maturity.

5.2.2. Themes to Specific Research Question 2.

Criteria for voter discernment/preference:

Rational choice.

Direct to the participant-respondents, rational choice is indicative of their regarded idea of change in government towards regional development leaning for economic advantage. Their link to the multipliable narrative of "prosperity" from their justifications is not eccentric to the prosperity of the entire country but also to prosperity perceived for being an autonomous region. Concisely, economic return in rational choice is identified to three (3) outcomes in their ideation of prosperity: prosperity of the region; prosperity of all regions; and prosperity of the country. In addition, their expectations of prosperity have shared qualities deriving from their understanding of autonomization and federalism. The rational choice is to vote for an option that is economically advantageous to the people.

Experience in the public field.

Experience in the public field connotes a levelled socialization with the community. This is acquired from an electoral candidate's former profession or career which determines their capacity to relate and understand the needs of the community. Experience is also associated with a candidate's mastery of methods and practices essential to public office. Also, years of experience is found to be concurrent to the critique of their track record, which is apparent if an aspiring electoral candidate previously held a post in public office determining their political tenure. Although presented as a single criterion, experience alone is a weak benchmark without allied measures consonant to moral prescription, previous performance, platforms, and alike attributed to candidates.

Educational background.

An educated figure is a prospect capable of handling the system, their constituents, and their grievances through the application of their acquired knowledge and learned composition. Since education is an edge even ahead of the basic, considerate standard to one's ability to read and write required among electoral candidates, the educational background of an aspiring leader is determined as a capacity especially to leadership and in addressing management and social exigencies. There is higher trust awarded to an educated figure that is able to utilize their consolidated knowledge to practice in public service.

Personal attributes.

Political campaigns are avenues for electoral candidates to present and relate to the people, their platforms, plans, and advocacies. On a personal level, to garner the trust of the citizens, electoral candidates pronounce their dedication and will to receive the support of the people and to attain post in public office. They express their zeal to forward what they believe is best for the community. Participant-respondents are drawn to vote for political actors who are passionate and motivated which they determine through face value campaigns. Ultimately, the personal attributes of political candidates indulge voters to relate with what they aim to pursue and deliver to the improvement and development of the community.

Good track record.

A clean and good track record lays the quality for competent and honest service of a political candidate. Participant-respondents favour an aspiring candidate that has a clean background with no issues in the past.

Track record as a criterion is also evaluative of their historical performance during their tenure to a former office or to their basic background that would determine preference for election.

Themes to political discernment and meaningful voter participation:

Political discernment in voter participation.

Political discernment in voter participation is justified on the kind of political action that they carry (i.e., to vote or not to vote during elections; Scenarios 2, 3A, 3B), their set individual criteria for selecting an electoral candidate (Scenario 1), and their justification for their choice of action (Scenarios 2, 3A, 3B). Political discernment in voter participation then is described as the exercise of choice manifesting one's political disposition and understanding over political issues and or concerns, inclusive to mental debates over activities such as elections, referendum, and plebiscite.

Meaningful participation in political activities.

Meaningful participation rises from their understanding on the essentiality of political involvement and suffrage on plebiscite and referendum over the narratives of autonomy and federalism (Scenarios 2, 3A, 3B). Furthermore, participation is made meaningful if there is an action for a critical assessment certainly shown on the extracted dispositional criteria of participant-respondents to electoral candidates (Scenario 1).
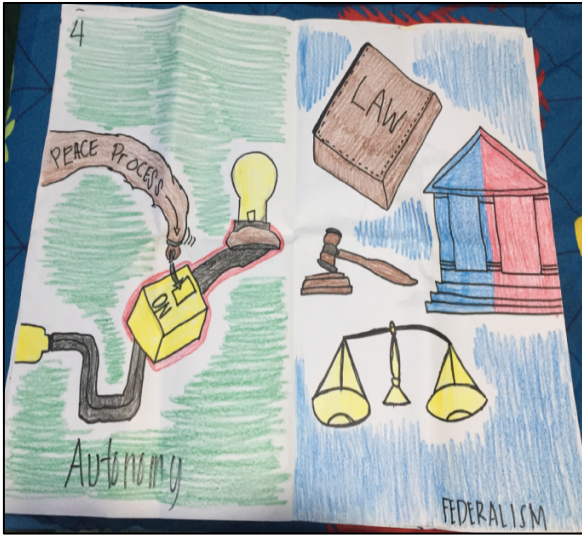
References

Annette, J. & McLaughlin, T. (2005). 'Higher Education, Citizenship, Civic Responsibility and Service Learning' in Muleya, G. (2018). *Journal of Lexicography and Terminology.* Volume 2, Issue 1, pp 109-130.

Arzadon, M. M. (2016). The Mambunong and the School Knowledge Systems: Parallel and Interconnected. The Cordillera Review, 67-95.

Asian Ngo Coalition. (2019). Indigenous Peoples in the Philippines Assert their Right to Self Governance in the Expanded National Integrated Protected Areas System. Retrieved from Asian NGO coalition: https://angoc.org/news/indigenous-peoples-in-the-philippines-assert-their-right-to-self-governance-in-the-expanded-national-integrated-protected-areas-system

Bennagen, P. (1987). "Indigenous Learning System Among the Kankanaey: A Pilot Case Study.". *Innotech Journal*, 2-36.

Biesta, J.J. (2011). Learning Democracy in School and Society: Education, Lifelong Learning and the politics of Citizenship, in Muleya, G. (2018). *Journal of Lexicography and Terminology.* Volume 2, Issue 1, pp 109-130.

Buendia, et al. (2006) Mapping and analysis of Indigenous governance practices in the Philippines and proposal for establishing an indicative framework for Indigenous people's governance: towards a broader and inclusive 236 process of governance in the Philippines United Nations Development Program, Bangkok. http://eprints.soas.ac.uk/4465

Carretero, M., Haste, H., & Bermudez, A. (2016). 'Civic Education,' in Muleya, G. (2018). *Journal of Lexicography and Terminology.* Volume 2, Issue 1, pp 109-130.

Carter, I. (2015). Value-freeness and Value-neutrality in the Analysis of Political Concepts. Oxford Studies in Political Philosophy, Volume 1, 278–306. https://doi.org/10.1093/acprof:oso/9780199669530.003.0012

Castillo, et al. (2019). *Citizenship Education of the Youth at the Grassroots Level: Bedrock for Emancipatory Empowerment* (Unpublished research). Saint Louis University: Philippines.

Cohen, A. (2013). Conceptions of Citizenship and Civic Education: Lessons From Three Israel Civics Classrooms, in Muleya, G. (2018). *Journal of Lexicography and Terminology.* Volume 2, Issue 1, pp 109-130.

Creswell, J. (2014). Mixed Methods Procedures. Research Design: Qualitative, Quantitative, and Mixed Methods Approaches (4th ed.). Thousand Oaks, California. SAGE Publication.

Creswell, J. (1997). Qualitative Inquiry and Research Design: Choosing among Five Traditions. Thousand Oaks, California. SAGE Publication.

Creswell, J. (2011). Controversies in mixed methods research. In Denzin, N. & Lincoln, Y.(Eds.). The SAGE handbook on qualitative research. Thousand Oaks, California: SAGE Publication, 269-284.

El Refaie, E. (2009). Multiliteracies: how readers interpret political cartoons. Visual Communication, 8(2), 181. http://dx.doi.org/10.1177/1470357209102113

Fritz, M., & Koch, M. (2016). Economic development and prosperity patterns around the world:Structural challenges for a global steady-state economy. Global Environmental Change,38,41-48.doi: 10.1016/j.gloenvcha.2016.02

Given, L. (2008). Value-Free Inquiry. The SAGE Encyclopedia of Qualitative Research Methods. https://doi.org/10.4135/9781412963909.n478

Group, S. (2019). Value Neutrality: Explained with Examples. Sociology Group: Sociology and Other Social Sciences Blog. https://www.sociologygroup.com/value-neutrality-meaning-examples/..007

Halstead, J. and Pike, M. A. (2006). 'Citizenship and Moral Education: Values in Action,' in Muleya, G. (2018). *Journal of Lexicography and Terminology.* Volume 2, Issue 1, pp 109-130.

Johnson, M. (2017). Understanding College Students' Civic Identity Development: A Grounded   Theory. *Journal of higher education Outreach and Engagement*, 21(3), 31-56. Retrieved from https://files.eric.ed.gov/fulltext/EJ1156195.pdf

Kenney, J. & Keeping, E. (1962). Mathematics in Statistics (3rd ed.). Princeton, NJ: Van Nostrand.

Law Insider. (n.d.). Retrieved May 2021, from Law Insider: https://www.lawinsider.com/dictionary/economic-prosperity

Levinson, M. (2011). *Benefits of Civic Education: Increased Equality and Narrowed Civic Empowerment Gap.* In Guardian of Democracy: The Civic Mission of Schools, ed.   Jonathan   Gould.   Philadelphia,   PA: Leonore Annenberg Institute for Civics of the Annenberg Public Policy Center at the University of Pennsylvania and the Campaign for the Civic Mission of Schools.

Muleya, G. (2018). 'Civic Education Versus Citizenship Education: Where is the Point of Convergence?' *In Journal of Lexicography and Terminology.* Volume 2, Issue 1*, pp 109-130.

Muleya, G. (2017a). 'The Conceptual Challenges in the Conceptualization of Civic Education.' *In Journal of Lexicography and Terminology.* Vol 1, Issue 1, pp 59-81.

Muleya, G. (2017b). 'Civic education and Civics: Where do we draw the line?' *In Journal of Lexicography and Terminology.* Vol 1, Issue 2, pp 125-148

Nichols,   R.   (2013).   Indigenous   governance.   Encyclopedia   Britannica.   Retrieved   from: https://www.britannica.com/topic/indigenous-governance

Owen, D. (2008). The Campaign and the Media in The American Elections of 2008, ed. Janet M. Box Steffensmeier and Steven E. Schier (Lanham, MD: Rowman & Littlefield, 2009), 9–32.

Peterson, A. (2011). 'Civic Republicanism and Civic Education: The Education of Citizens', in Muleya, G. (2018). *Journal of Lexicography and Terminology.* Volume 2, Issue 1, pp 109-130.

Rovillos, R. A. (2002). Mainstreaming Indigenous Education. Indigenous Perceptions, 45-54.

The National Task Force on Civic Learning and Democratic Engagement. (2012). A Crucible Moment: College Learning and Democracy's Future. Washington, DC: Association of American Colleges and Universities.

United Nations Educational, Scientific and Cultural Organization. (2016). The ABCs of global citizenship education. Retrieved from unesdoc.unesco.org/images/0024/002482/248232e.pdf

Yu, X. & Khazanchi, D. (2017). Using Embedded Mixed Methods in Studying IS Phenomena:Risks and Practical Remedies with an Illustration. Information Systems and Quantitative Analysis. University of Nebraska.   Retrieved from:https://digitalcommons.unomaha.edu/cgi/viewcontent.cgi?article=1069&context=isqafa pub
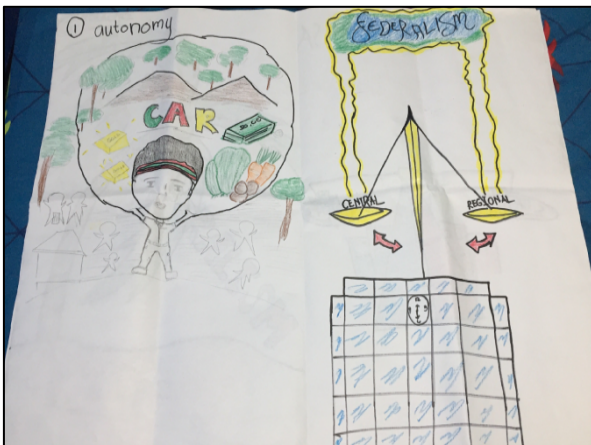
APPENDICES

Appendix A: Editorial Cartoons

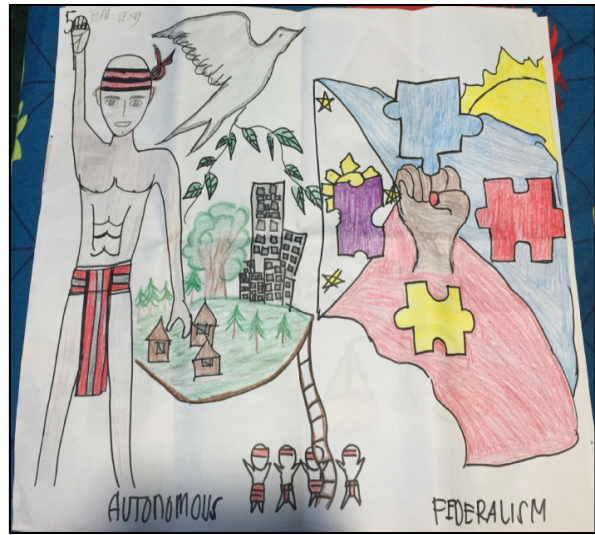*Editorial Cartoon 1 (EC1)*

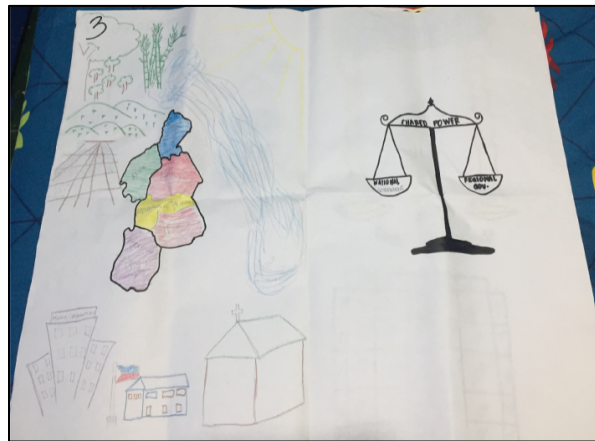*Editorial Cartoon 2 (EC2)*

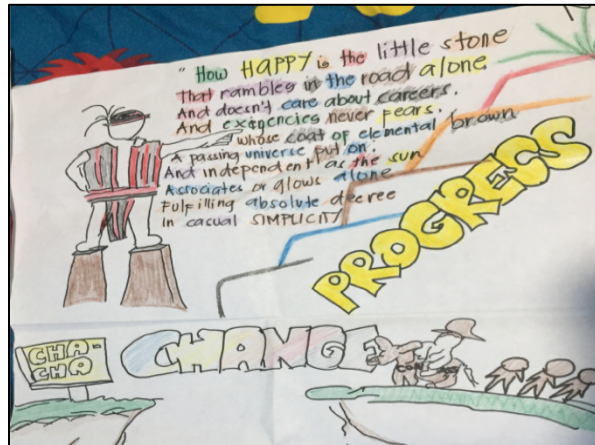*Editorial Cartoon 3 (EC3)*

Editorical Cartoon 4 (EC4)

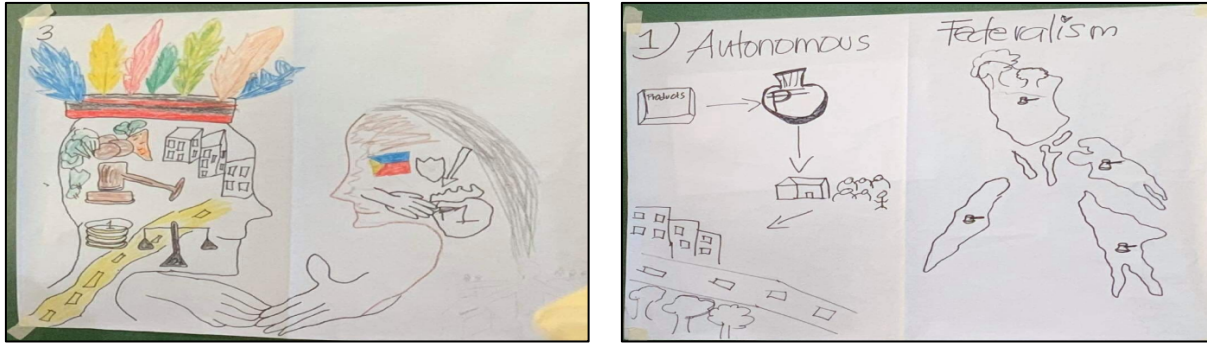*Editorial Cartoon 5 (EC5)*

Editorial Cartoon 6 (EC6)

Editorial Cartoon 7 (EC7)

Editorial Cartoon 8 (EC8)

Appendix B: Impact Assessment Questionnaire

SITUATION/SCENARIO 1: Assuming there is going to be a midterm election in the Philippines come May 2020. At stake will be national and local positions. In your town/municipality, there are four (4) candidates for the Mayoral post. How are you going to vote in the elections? Please check on the space provided on each item from A-D which among the choices your preferred vote will be.

- **Candidate A** is a lawyer and has been the mayor of the town for the past 20 years. In between term limits, his wife would replace him as mayor, after which he   would return again as mayor.
- **Candidate B** is your uncle by blood relationship. He is desirous to become the mayor but obviously lack concrete preparation and educational qualifications to run the affairs of the town.
- **Candidate C** is a moneyed businessman who spends lavishly just so he can get elected as mayor.
- **Candidate D** is a retired public school teacher who finds the position to serve the town's people a passion, like what he did in his profession for many years.

SITUATION/SCENARIO 2: In 2021, before bowing out from the Presidency, President Rodrigo Duterte succeeded in working out for the revision of the Constitution to pave the way for the creation of a Federal form of government in the Philippines. Consequently, a Plebiscite is called to get the approval of the Filipino electorate on the proposed New Constitution. How will you vote in the Plebiscite?
- I <u>will vote</u> for the adoption of the New Constitution.
- I <u>will not vote</u> for the adoption of the New Constitution.
- I <u>will not bother to participate</u> in the plebiscite.

SITUATION/SCENARIO 3: On March 2020, a referendum is set in the Cordilleras for the adoption or rejection of a Third Organic Act intended to create an Autonomous Region in the Cordilleras (ARC). Historically, a similar referendum was held way back in 1990 and 1998 but it was a failure due to the people's lack of understanding on the issue of autonomy.

A. Will you participate in the Referendum?
- I will cast my vote.
- I will not cast my vote.

B. How will you vote in the Referendum/Election?
- I will vote for the creation of Autonomous Region in the Cordilleras (ARC).
- I will not vote for the creation of Autonomous Region in the Cordilleras (ARC).