

Civic Competency and the level of Cultural Commitment among Grade 9 Students

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Abstract

This study aimed to determine the Civic Competence and the Level of Cultural Commitment among Junior High School Students. The specific objectives of the research include: (1) profiling the students based on age, sex, and parent's educational attainment; (2) assessing the respondents' perception of civic competence in personal, interpersonal, and inter-cultural domains; (3) evaluating the respondents' level of cultural commitment in terms of values, community involvement, learning commitment, morale, and self-satisfaction; and (4) examining the significant relationship between civic competence and cultural commitment.

A purposive sampling method was employed. Data collection was conducted through surveys. Statistical analyses, including mean scores and correlation coefficients, were utilized to interpret the data.

The findings revealed that most respondents are young, predominantly female, and come from families with varied educational backgrounds. Students generally agreed with their abilities across different dimensions of civic competency, showing confidence in personal, interpersonal, and inter-cultural aspects. Similarly, students demonstrated a strong commitment to cultural values, community involvement, learning, morale, and self-satisfaction, with high mean scores indicating positive perception in these areas.

Significant positive correlations between civic competence and cultural commitment, suggesting that higher levels of civic competence were associated with stronger cultural commitment.

Based on the findings, the study recommends that school administrators and teachers integrate civic competence and cultural commitment into the curriculum, encouraging active student participation and community engagement. Future researchers are encouraged to expand on this study by exploring longitudinal impacts and incorporating diverse educational settings to further validate the findings.

Keywords: Civic Competency; Cultural Commitment; Junior High School Students; Purposive Sampling

1. Main text

In 2012, the Philippine Department of Education committed itself to achieving its goals of Education for All (EFA), which it considers to be a key part of the development of the Filipino people and of its contribution to the country's overall social and economic progress (SEAMEO Innotech, 2012). Similarly, changes have been made at the level of basic education to adapt the skills of the 21st century to the curriculum. As Hanushek (2005) pointed out, "A more educated society will lead to higher investment rates, make everyone more efficient through the opportunity to implement new and improved production methods, and lead to the adoption of new technologies. The idea of a "return on investment" in education would be successful if students are aware of their civic obligations and are aware of their responsibilities. It has dawned

on the Philippines' educational policymakers that, while mastery of content is important in the 21st century, participation in civic activity is responsible for contributing to economic development and growth.

In this light, the role of social studies in the curriculum is important for the creation of civic competence. While other fields of learning can incorporate civic competency, social studies is the primary course that openly addresses "how to be a good citizen."

In an increasingly politicized society, improving civic competence can assist to improve democratic processes by cultivating knowledgeable, engaged individuals who can successfully participate in decision-making and hold elected officials responsible. By promoting civic competence in individuals, we may bridge gaps between varied groups and create social cohesion. Participating in civic events and debate can assist to bridge social divides and foster understanding.

To determine the cultural commitment, different civic competencies were studied. These are the dependent variables that were observed for any significant relationship:

Civic competence refers to the knowledge, abilities, and attitudes that allow people to effectively participate in civic life and contribute to their communities' well-being. It includes personal, interpersonal and inter-cultural civic competencies.

Cultural commitment is the dedication and observance of the cultural norms, beliefs, and practices that define a group or culture. It entails actively engaging with, preserving, and transmitting cultural history while exhibiting a strong feeling of identity and belonging to a specific cultural community. Cultural commitment includes values, community involvement, learning commitment, morale and self-satisfaction.

This study is deemed significant to the following:

School Administrators. The study may help school administrators realize how meaningful this civic competence to students by the help of the teachers.

Araling Panlipunan Teachers. The study may help teachers in being aware of the needs and ability of the students that will increase their excitement in teaching Araling Panlipunan.

Students. The study may help students to understand their civil responsibilities and know their rights and obligations to the society.

Community. The study may help the community by molding students into good citizens who have initiative and high moral values.

One of the eight essential competencies for education and training for personal fulfilment is civic competency, which includes the values, knowledge, and attitudes necessary to create an engaged citizen. These competencies are necessary for "personal fulfillment, active citizenship, social cohesion, and employability in a knowledge society." (Kaumba, et al., 2020). [1] The goal was to develop students' personal, civic, and political competences as critical agents of social responsibility, involving them, in a more committed and profound way, with their universities and, more broadly, with higher education, hoping that this experience may translate into an increase in their employability and commitment, but also of the quality of the University experience itself, through the contact with different University members and community organizations. (Cheng, 2018). [2] The relationship between civic engagement and interpersonal needs may be bidirectional. Furthermore, links between interpersonal needs and political engagement might arise over different timelines. While certain activities may bring immediate, same-day or next-day advantages, others may occur gradually and be reflected in between-person contrasts over the period of a week. According to developmental theory, it is critical to evaluate the scale of interpersonal change. (Kleiman et al., 2017). [3] Teachers believe that students' intercultural and civic competences are primarily hampered by intolerant impulses from their families; however, students are more concerned with the shortcomings of a mentoring process, the lack of intercultural communication in the school environment, dysfunctional school self-governing bodies, and fragmented civic activities. (Malazonia et al., Cogent Education (2021)). [4] The study of Barrett, M. (2018) on how schools can promote the intercultural competence, revealed that while there is evidence for the effectiveness of all these various actions, such as encouraging intercultural friendships, organizing periods of study abroad, arranging for students to have Internet-based intercultural contact, setting

up school-community links and partnerships, encouraging and supporting students' critical reflection on their intercultural experiences and on their own cultural affiliations, further evaluation studies using more robust methods are still needed. Additional research is also needed to determine the conditions under which each type of action is most beneficial, as well as the subgroups of young people who gain the most from each activity.[5] Religious values, nationalism, independence, cooperation, and integrity are five major character traits that are interconnected and must be prioritized for development. Character education will develop the character values of elementary and high school students, preparing them to be model citizens for the nation. Character values in education create a generation of capable pupils with high intelligence and positive personalities (Kurniyati & Arwen, 2020).[6] In the study of Marini, A. (2017) about Integration of character values in school culture, it shows that character values have been effectively integrated into the religion, discipline, clean and healthy, tolerance, working ethos, and patriotic cultures of 63 schools in Jakarta. However, the integration of character values in honesty culture has proven ineffective.[7] According to Resch (2018), students who actively participate in pertinent service-learning University Social Responsibility initiatives experience their impact on the society and services, which might enhance their social responsibility.[8] The results of study of Adenrele, R., & Olugbenga, M. (2017) on , An assessment of citizens' level of political participation and civic competence. revealed a low degree of political participation and civic competency among the sampled individuals. In addition, gender, educational level, and occupational status all had an impact on political participation and civic competency. Based on the findings, the study concluded that there is an urgent need for additional emphasis on formal and informal political and civic education in Nigeria.[9] Another study was conducted by López, L. G. G. (2017). In general, students believed that service-learning activities influenced their learning and development in the following expected dimensions: personal, interpersonal, cognitive, civic, leadership, professional, and vocational, which supported the findings of several research. Other outcomes from these experiences were discovered, including insights into how students participated in the event and how they interacted with the affected communities, offering a better understanding of the unexpected effects of service-learning programs on students. [10]

OBJECTIVES OF THE STUDY

To determine the Civic Competence and the Level of Cultural Commitment among Grade 9 Students.

METHODOLOGY

A descriptive research design was used to determine the Civic Competence and the Level of Cultural Commitment of Junior High School Students. According to Siedlecki (2020), a descriptive research design is a type of study that aims to gather information in order to methodically characterize a phenomenon, condition, or population. Instead of the why, it mostly helps with the what, when, where, and how inquiries concerning the study challenge. The descriptive methodology of research may involve the use of a range of research tools to study the variables in question. Although qualitative data is occasionally used for descriptive purposes, it primarily uses quantitative data.

Tables 1.2

Respondents of the Study

The participants of the study were grade 9 students of San Pedro National High School in San Pedro, Sto. Tomas City Batangas within the School Year 2023-2024.

Table 1.

Distribution of Respondents by Section

Section	No. of Students in the section	No. of Samples Obtained	Percentage
Aguinaldo	47	26	14.36%

Apacible	47	26	14.36%
Aquino	47	26	14.36%
Burgos	47	26	14.36%
Lakandula	44	25	13.81%
Rizal	47	26	14.36%
Zamora	47	26	14.36%
Total	326	181	100%

Sampling Technique

To select the respondents of the study, the purposive sampling technique was used. This ensured that the different groups were represented in the study.

Research Instrument

The researcher made a survey questionnaire and assessment material as instruments to gather data. A research-made questionnaire was validated by a group of experts who have characteristics similar to the study but who were not directly involved in the conducted study. For the refinement of the instrument, it was submitted to the adviser and advising panel/committee for evaluation of the content and sequential organization of the instrument.

Research Procedure

The researcher sought permission and approval from the concerned authorities to proceed with the study, such as School Head and Coordinators. Upon approval, the researcher coordinated with the advisers and respective teachers of the sections.

The study was conducted with Grade 9 students of San Pedro National High School. In the last part of the study, the students answered the questionnaire.

Statistical Treatment of Data

Responses to the questionnaire by Junior High School students were statistically analyzed with the data requirements of the study. Several statistical tools were used to present, analyze and interpret the data gathered.

To describe the profile of the students, frequency distribution and percent count were used. To determine the perception of the respondents on civic competency, mean and standard deviation were employed. To determine the perception of the respondents on cultural engagement, mean and standard deviation were employed.

To determine the significant relationship between civic competence and level of cultural of the respondents Pearson-Product-Moment-Correlation was utilized at a 0.01 level of significance.

Profile of the Respondents

The profile of the respondents includes age, sex and parent's educational attainment.

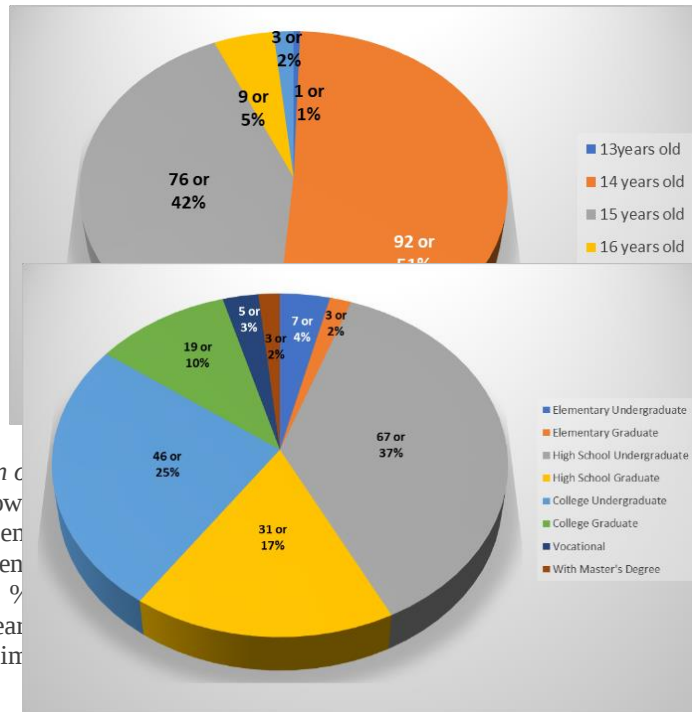


Figure 3. Distribution of Respondents by Age and Education Level

Figure 3 shows the distribution of respondents by age and education level. The top pie chart shows the age distribution, with 14 years old being the most common age group (51%, 92 respondents). The bottom pie chart shows the education level distribution, with High School Undergraduate being the most common education level (37%, 67 respondents).

years old with a total number of 9, a percentage score of 5%. The figure in the bottom chart shows the education level distribution, with High School Undergraduate being the most common education level (37%, 67 respondents).

Figure 3. Distribution of Respondents as to Sex

Based on the distribution of the respondents in terms of sex, figure 4 reveals that the majority of the respondents are female with a total number of 97, a percentage score of 54%. On the other hand, males, obtained a total number of 84, a percentage score of 46%.

It inferred that the respondents are dominated by women. These data also showed that the majority of study participants are females while males accounted for a sizable proportion of the total number of respondents.

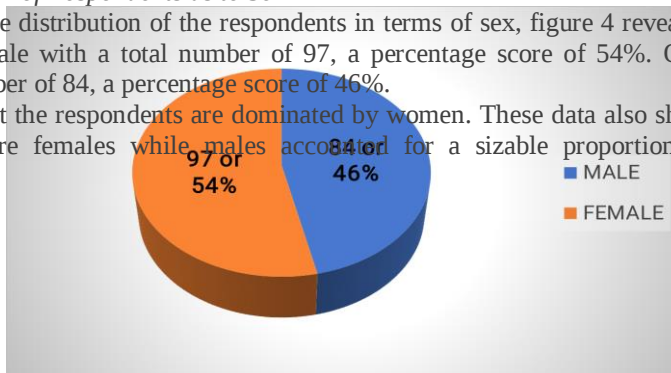


Figure 3. *Distribution of Respondents as to Parent's Educational Attainment*

From the data provided, the majority of parents surveyed have attained at least a high school education, with 31% having completed high school and 25% having pursued some form of college education. It's also notable that a significant portion (10%) have completed college and hold a degree. Interestingly, a small percentage (4%) of parents have educational backgrounds at the elementary level, indicating a diverse range of educational experiences among the surveyed population.

Overall, the data suggests that a substantial portion of the parents surveyed have pursued post-secondary education, with a notable proportion having completed college. This could have implications for various aspects of their children's educational outcomes and aspirations.

Perception of the Respondents of Civic Competence

Table 2.

Perceived Civic Competence in terms of Personal

No.	Statements	Mean	SD	Verbal Interpretation
1	I can manage my time by avoiding habit of unnecessarily delaying an important task.	3.5	0.9	True to me
2	I am able to show initiative and making an independently decisions in a reasonable period of time.	3.52	0.99	True to me
3	I can identify different scenarios and adapt strategies deal with indefinite goals and means.	3.72	0.96	True to me
4	I am aware of identifying reliable sources of information.	3.81	1.11	True to me
5	I can manage high volumes of information.	3.39	0.99	Moderately true to me
6	I can recall information.	3.56	0.93	True to me
7	I am able to identify and accomplish task priorities.	4	0.96	True to me
8	I am able to work by targets and goals, without continuous support or supervision.	3.67	1.05	True to me

9	I am able to go against on dialogues to show my viewpoint.	3.33	1.15	Moderately true to me
10	I allocate time to reflect on my skills, strengths, and weaknesses.	3.82	1.03	True to me
Overall		3.63	0.53	True to me

Legend: 4.50-5.00 - Very True to me; 3.50-4.49 – True to me; 2.50-3.49 – Moderately True to me; 1.50-2.49 – Slightly True to me; 1.00-1.49 – Not True to me

The table above reflects the results of the perception of the student respondents in terms of personal civic competence with an overall mean of 3.63 and a verbal interpretation of “True to me”.

Eight out of ten indicators above fall over the category of “True to me” with a mean score ranging from 3.5 to 4.00. This suggests that respondents tend to agree with their ability to manage time, show initiative, adapt strategies, identify reliable sources of information, manage information, recall information, identify and accomplish task priorities, and work towards goals independently. Overall, the respondents seem to exhibit confidence in various aspects of their skills and abilities.

Table 3.
Perceived Civic Competence in terms of Interpersonal

No.	Statements	Mean	SD	Verbal Interpretation
1	I can do multitasking efficiently.	3.49	1.09	Moderately true to me
2	I can adapt language and communication to internal and external situations.	3.47	1.12	Moderately true to me
3	I am able to communicate one's own viewpoint, goals or interests in a constructive manner and considering others' situations.	3.81	1	True to me
4	I am seeking feedback on my performance.	3.45	1.28	Moderately true to me
5	When I see or read a news story about an issue, I try to figure out if they are just telling one side of the story.	3.57	1.08	True to me
6	I can connect through gestures, eye contact, diverse body positions, and other nonverbal cues.	3.93	1.08	True to me
7	I love to do volunteerism with stronger social cohesion.	3.22	1.2	Moderately true to me
8	I have the ability to foster and maintain healthy, mutually beneficial relationships with others.	3.97	1.05	True to me

9	I can participate in sharing resources and responsibilities to jointly plan.	3.96	1.02	True to me
10	I am willing to share leadership and empower others.	3.59	1.33	True to me
Overall		3.64	0.61	True to me

The table above shows the results of the perception of the student respondents in terms of interpersonal civic competence with an overall mean of 3.64 and a verbal interpretation of “True to me”.

Majority of the statements received “Moderate True to me”, with mean scores ranging from 3.22 to 3.49. This suggests that respondents somewhat agree with their ability to multitask efficiently, adapt language and communication, seek feedback, critically analyze news stories, engage in volunteerism, and share leadership.

Statements 3, 6, 8, and 9 received “True to me”, with mean scores ranging from 3.81 to 3.97. This indicates that respondents generally agree with their ability to communicate their viewpoint constructively, use nonverbal cues effectively, foster healthy relationships, and participate in collaborative planning and resource-sharing.

Overall, the respondents showed a positive attitude towards various aspects of communication, collaboration, and social engagement.
Legend: 4.50-5.00 – *Very True to me*; 3.50-4.49 – *True to me*; 2.50-3.49 – *Moderately True to me*; 1.50-2.49 – *Slightly True to me*; 1.00-1.49 – *Not True to me*

Table 4. Perceived Civic Competence in terms of Inter-cultural

No.	Statements	Mean	SD	Verbal Interpretation
1	Coherence and constancy respecting one's own culture.	4.66	0.76	Very true to me
2	I consider cultural diversity by adapting manners and behavior to internal and external situations.	4.21	0.98	True to me
3	I listen to others' contributions and suggestions, respecting their validity and considering them.	4.36	0.82	True to me
4	I am able to deal with different interests and viewpoints in a conflictive situation in order to find a reasonable and fair solution.	4.06	0.91	True to me
5	I can work to collaborate in teams.	4.1	1.05	True to me
6	I am knowledgeable of basic concepts and phenomena relating to individual's culture.	3.72	1.02	True to me

7	I can understand multi-cultural and demographic diversity.	3.79	1.13	True to me
8	I enjoy being around people from different backgrounds than my own.	3.97	1.02	True to me
9	I promote culture of peace and non-violence.	4.24	0.97	True to me
10	It allows me to exchange ideas and cultural norms and the development of deep relationships.	3.67	1.14	True to me
Overall		4.08	0.58	True to me

Legend: 4.50-5.00 - *Very True to me*; 3.50-4.49 - *True to me*; 2.50-3.49 - *Moderately True to me*; 1.50-2.49 - *Slightly True to me*; 1.00-1.49 - *Not True to me*

The table above shows the results of the perception of the student respondents in terms of interpersonal civic competence with an overall mean of 4.08 and a verbal interpretation of “True to me”.

Majority statements received a verbal interpretation of “True to me” with mean scores ranging from 3.67 to 4.36. This suggests that respondents generally agree with the importance of coherence and constancy in their own culture, respecting others' contributions and suggestions, handling conflicts constructively, working in teams, enjoying diversity, and promoting peace and non-violence.

The statement "Coherence and constancy respecting one's own culture" received a mean score of 4.66 with a standard deviation of 0.76, indicating a high level of agreement among respondents. This means that respondents strongly agree with the importance of maintaining coherence and constancy in their own culture. They likely value consistency and adherence to cultural norms and traditions, seeing them as essential aspects of identity and belonging.

Legend: 4.50-5.00 - *Very True to me*; 3.50-4.49 - *True to me*; 2.50-3.49 - *Moderately True to me*; 1.50-2.49 - *Slightly True to me*; 1.00-1.49 - *Not True to me*
Summary of Perceived Civic Competence in terms of Personal, Interpersonal, and Inter-cultural

Civic Competence	Mean	SD	Verbal Interpretation
Personal	3.63	0.53	True to me
Interpersonal	3.64	0.61	True to me
Inter-cultural	4.08	0.58	True to me
Over-all	3.78	0.57	True to me

The table above shows the results of the Perceived Civic Competence of student respondents in terms of Personal, Interpersonal, and Inter-cultural with an overall mean of 3.78 and a verbal interpretation of “True to me”.

It implies that respondents have a strong sense of Civic Competence across Personal, Interpersonal, and Intercultural aspects. They can understand oneself and one's emotions. They can interact and build relationships between people. It can be between teachers and students, students and peers, students and community. They also displayed strong appreciation and understanding of different cultures of community.

Overall, the respondents displayed positive attitudes and behaviours across these domains, underscoring the importance of fostering civic competence for personal and social development.

Perceived level of Cultural Commitment as to Values, Community Involvement, Learning Commitment, Morale and Self Satisfaction

Table 6.

Perceived level of Cultural Commitment as to Values

No.	Statements	Mean	SD	Verbal Interpretation
1	I acknowledge others' value and contributions, showing availability and understanding.	4.19	0.92	Highly Committed
2	I focus on practical attitudes and efficient decision-making.	3.82	0.94	Highly Committed
3	It can deepen insight and generate new and improved action.	3.79	0.91	Highly Committed
4	I am coherent and constantly respect one's own values and standards.	4.3	0.86	Highly Committed
5	I actively support gender equality.	4.5	0.92	Very highly Committed
6	I respect the privacy of others.	4.65	0.72	Very highly Committed
7	I understand the relative importance that people place on changes to their wellbeing.	4.29	0.91	Highly Committed
8	I use different insights to make better decisions.	4.15	0.89	Highly Committed
9	I attend cultural sensitivity training and workshops about different cultural values.	2.41	1.28	Not committed
10	I can understand brotherhood which paves the path of social harmony.	4.01	1.18	Highly Committed
Overall		4.01	0.54	Highly Committed

Legend: 4.50-5.00- Very Highly Committed; 3.50-4.49- Highly Committed; 2.50-3.49- Moderately Committed; 1.50-2.49- Slightly Committed; 1.00-1.49 – Not Committed

The table above shows the Perceived level of Cultural Commitment of the student respondents as to Values, with an overall mean of 4.01 and a verbal interpretation of “Highly Committed”.

As indicated in table, seven out of ten indicators above fall over the category of “Highly Committed” with a mean score of 3.79 to 4.3. The highest mean score of 4.65 of the responses acknowledges “Values” as

respecting the privacy of others. While at a point, they are “Not committed” with attending cultural sensitivity training and workshops about different cultural values, received the lowest mean score of 2.41.

Overall, the individual appeared to have a positive and respectful attitude towards others and values the importance of diversity and inclusion.

Table 7.

Perceived level of Cultural Commitment as to Community Involvement

No.	Statements	Mean	SD	Verbal Interpretation
1	I am participating in initiatives rich of protecting the environment.	3.36	1.1	Moderately Committed
2	I engage myself with others in common or public interest.	3.63	1.1	Highly Committed
3	I do voluntary work like community service and the likes.	2.5	1.27	Moderately Committed
4	I am willing to participate in democratic decision-making at all levels and civic activities.	3.5	1.19	Highly Committed
5	I share interests and understanding citizenship-related frameworks and phenomena.	3.29	1.2	Moderately Committed
6	I am patronizing our own products to uplift our economy.	3.97	1.12	Highly Committed
7	I involve myself in activities promoting human rights.	3.39	1.32	Moderately Committed
8	I have the readiness to take responsibility for the environment.	4.05	1.08	Highly Committed
9	I am participating in community service.	2.67	1.36	Not Committed
10	II involve myself in social commitment and ultimately contribute to social change.	3.85	1.14	Highly Committed
Overall		3.42	0.74	Moderately Committed

Legend: 4.50-5.00- Very Highly Committed 3.50-4.49- Highly Committed 2.50-3.49- Moderately Committed 1.50-2.49- Slightly Committed 1.00-1.49 – Not Committed

The table above shows the Perceived level of Cultural Commitment of the student respondents as to Community Involvement.

As indicated in table, five out of ten indicators above fall over the category of “Highly committed” with a mean score of 3.63 to 4.05. The highest mean score of 4.05 suggests a that the students have the readiness of taking responsibility for the environment. Four out of ten indicators above fall over the category of “Moderately committed” with a mean score of 2.5 to 3.36. However, they “Not committed” with

participating in community service having a mean score of 2.67.

Overall, the data suggests a moderate to strong level of commitment with statements related to social responsibility and civic engagement, with an overall mean score of 3.42, falling into the category of "Moderately committed." It shows that respondent demonstrates a moderate inclination toward a range of societal and civic activities, with significant support for social improvement projects, local economic assistance, and environmental responsibility.

Table 8.

Perceived level of Cultural Commitment as to Learning Commitment

No.	Statements	Mean	SD	Verbal Interpretation
1	Dynamic interactions between routes and school functions shape the civic engagement of participants.	3.85	1.14	Highly Committed
2	Students can benefit greatly from engaging in civic engagement activities like community service or service learning.	3.59	1.03	Highly Committed
3	Students frequently have the chance to encounter dissonance through civic participation events.	3.02	1.13	Moderately Committed
4	Students have a greater chance of developing and learning when they have transformative learning experiences that go against their presumptions.	3.9	1.04	Highly Committed
5	Debate clubs, student government, and peer-to-peer training significantly impacted civic engagement.	2.69	1.42	Moderately Committed
6	It enhances student's development on civic values and personal growth.	3.72	0.98	Highly Committed
7	I can link the lessons in the classroom with what transpires in the community environment.	3.79	1.07	Highly Committed
8	I am willing to share leadership and empower others.	3.75	1.19	Highly Committed
9	I have the curiosity to look for opportunities to learn and develop in a variety of life contexts.	3.88	0.99	Highly Committed

	I can demonstrate and encourage individual in organizational learning wherein both are gaining and sharing knowledge.	3.81	1.05	Highly Committed
10				
Overall		3.60	0.67	Highly Committed

Legend: 4.50-5.00- *Very Highly Committed* 3.50-4.49- *Highly Committed* 2.50-3.49- *Moderately Committed* 1.50-2.49- *Slightly Committed* 1.00-1.49 – *Not Committed*

The table above shows Perceived Level of Cultural Commitment of student respondents as to Learning Commitment.

As indicated in table, majority of the indicators above fall over the category of “Highly committed” with a mean score between 3.02 to 3.9. The highest mean score of 3.9 suggests that students have a greater chance of developing and learning when they have transformative learning experiences that go against their presumptions. Two out of ten indicators above fall over the category of “Moderately committed”, students find that debate clubs, student government, and peer-to-peer training have moderately impacted civic engagement with a mean score of 2.69.

Overall, the data shows that participants prioritize personal growth both within and outside of the classroom, civic participation, and transformative learning opportunities. With an overall mean score of 3.42, falling into the category of "Highly committed", these results emphasize how crucial it is to create learning environments in schools that support critical thinking, active citizenship, and hands-on learning in order to get kids ready for fulfilling lives in society.

Table 9.
Perceived level of Cultural Commitment as to Morale

No.	Statements	Mean	SD	Verbal Interpretation
1	When problems arise, I immediately address them.	3.82	1.08	Highly committed
2	I stood up for a classmate who was being picked on.	3.72	1.03	Highly committed
3	I am involved in Youth leadership and empowerment.	2.8	1.52	Moderately committed
4	I am able to access, have a critical understanding of, and interact with new forms of media.	4.08	1.12	Highly committed
5	I am able to think and act appropriately, and to communicate and work with people from different cultural backgrounds.	4.07	1.04	Highly committed
6	I show enthusiasm to perform the functions or tasks at hand.	3.61	1.03	Highly committed
7	I feel free to say what is on my mind and speak freely.	3.31	1.1	Moderately committed

8	I have a sense of common purpose with respect to a group.	4.28	0.94	Highly committed
9	I am willing to delegate or reject tasks that are beyond your limits and capabilities.	3.3	1.17	Moderately committed
10	I am showing initiative and confidence to contribute with one's own capabilities.	4.01	1.05	Highly committed
Overall		3.70	0.61	Highly committed

Legend: 4.50-5.00- Very Highly Committed 3.50-4.49- Highly Committed 2.50-3.49- Moderately Committed 1.50-2.49- Slightly Committed 1.00-1.49 – Not Committed

The table above shows the Perceived Level of Cultural Commitment of the student respondents as to Morale.

As indicated in table, majority of the indicators above fall over the category of “Highly committed” with a mean score between 3.61 to 4.28. The highest mean score of 4.28 suggests that students have a sense of common purpose with respect to a group. Three out of ten indicators above fall over the category of “Moderately committed”, with a mean score of 2.8, 3.31 and 3.1, it shows that there is moderate commitment in areas related to youth leadership involvement, freedom of expression, and task delegation.

With an overall mean score of 3.7, falling into the category of "Highly Committed", the data shows that respondent demonstrates a high level of contract with most statements, particularly in areas related to problem-solving, standing up for others, media literacy, cultural competence, enthusiasm in tasks, common purpose within groups, and taking initiative.

Table 10.
Perceived level of Cultural Commitments as to Self-Satisfaction

No.	Statements	Mean	SD	Verbal Interpretation
1	Helping other people is something that I am personally responsible for.	4.11	1.01	Highly committed
2	I often think about doing things so that people in the future can have things better.	3.91	1.03	Highly committed
3	I can change my world for the better by getting involved in my community.	3.49	1.19	Moderately committed
4	When I work with others, I think about what is best for my team.	4.14	0.94	Highly committed
5	I am likely to do volunteer work to help needy people.	3.67	1.1	Highly committed
6	In school I enjoy responding to people's requests and concerns.	3.8	1.04	Highly committed

7	I am effective at obtaining resources to support our programs.	3.56	1	Highly committed
8	I use my emotional energy to motivate others.	3.99	1.13	Highly committed
9	I enjoy discussing organizational values and philosophy.	3.65	1.11	Highly committed
10	Managing people and resources is one of my strengths.	3.52	1.12	Highly committed
Overall		3.78	0.69	Highly committed

Legend: 4.50-5.00- Very Highly Committed 3.50-4.49- Highly Committed 2.50-3.49- Moderately Committed 1.50-2.49- Slightly Committed 1.00-1.49 – Not Committed

The table above shows the Perceived Level of Cultural Commitment of the student respondents as to Self-Satisfaction.

As indicated in table, majority of the indicators above fall over the category of “Highly committed” with a mean score between 3.52 to 4.14. The highest mean score of 4.14 suggests that students think about what is best for their team when I work with others. The statement “I can change my world for the better by getting involved in my community” fall over the category of “Moderately committed”, with a mean score of 3.49.

With an overall mean score of 3.78, falling into the category of "Highly committed", the respondent demonstrates a high level of commitment with statements related to personal responsibility for helping others, future-oriented thinking, teamwork, volunteerism, responsiveness to others' needs, resourcefulness, motivation, enjoyment of organizational discussions, and strength in managing people and resources.

Table 11:

Summary of Perceived Cultural Commitment as to Values, Community Involvement, Learning Commitment, Morale, and Self-satisfaction

Cultural Commitment	Mean	SD	Verbal Interpretation
Values	4.01	0.54	Highly Committed
Community Involvement	3.42	0.74	Moderately Committed
Learning Commitment	3.60	0.67	Highly Committed
Morale	3.70	0.61	Highly committed
Self-satisfaction	3.78	0.69	Highly committed
Over-all	3.70	0.65	Highly committed

Legend: 4.50-5.00- Very Highly Committed 3.50-4.49- Highly Committed 2.50-3.49- Moderately Committed 1.50-2.49- Slightly Committed 1.00-1.49 – Not Committed

The table above shows the Perceived Level of Cultural Commitment of the student respondents as to Values, Community Involvement, Learning Commitment, Morale, and Self-Satisfaction with an overall mean of 3.70 and a verbal interpretation of “Highly Committed”.

It implies that the respondents appeared to have a positive and respectful attitude towards others and values the importance of diversity and inclusion. They demonstrated moderate to strong level of commitment

with social responsibility and civic engagement. The participants prioritize personal growth both within and outside of the classroom, civic participation, and transformative learning opportunities. Data also suggested that students have a sense of common purpose with respect to a group and they demonstrated a high level of commitment with statements related to personal responsibility for helping others, future-oriented thinking, teamwork, volunteerism, responsiveness to others' needs, resourcefulness, motivation, enjoyment of organizational discussions, and strength in managing people and resources.

Overall, the respondents displayed positive attitudes and behaviours of Cultural Commitment as to Values, Community Involvement, Learning Commitment, Morale, and Self-Satisfaction. Underscoring the importance of fostering cultural commitment for personal and social development. However, areas such as community service involvement and participation in cultural sensitivity training present opportunities for further development.

On the Significant Relationship between the Perceived Civic Competence and the level of Cultural Commitment of the Respondents

Table 12.

Correlation between the Perceived Civic Competence and the level of Cultural Commitment of the Respondents

Civic Competence	Cultural Commitment				
	Values	Community Involvement	Learning Commitment	Morale	Self-Satisfaction
Personal	0.534***	0.442***	0.448***	0.535***	0.450***
Interpersonal	0.517***	0.498***	0.540***	0.628***	0.534***
Inter-cultural	0.743***	0.483***	0.533***	0.678***	0.547***

Note. * $p < .05$, ** $p < .01$, *** $p < .001$

From the data, we can see that there are strong positive correlations between Civic Competence and Values, Community Involvement, Learning Commitment, Morale, and Self-Satisfaction. This suggests that individuals with high levels of Civic Competence also tend to have strong values, actively participate in their communities, are committed to learning, have high morale, and experience self-satisfaction.

Similarly, there are strong positive correlations between Cultural Commitment and Values, Community Involvement, Learning Commitment, Morale, and Self-Satisfaction. This means that individuals who are culturally committed also tend to exhibit the same positive attributes across these dimensions.

Overall, the data suggests that there are significant relationships between Civic Competence, Cultural Commitment, and the various dimensions of personal, interpersonal, and inter-cultural behavior. The findings imply that individuals with higher levels of Civic Competence and Cultural Commitment tend to display positive attitudes and behaviors across a range of domains.

Civic competence and cultural commitment are connected principles that influence people's identities, values, and roles in society. Civic competence and cultural commitment play a vital role in building

a sense of belonging, maintaining social cohesion, and sustaining diverse societies.

CONCLUSION

The findings gathered in the study led to the formulation of the following conclusions:

1.The hypothesis “There is no significant relationship between civic competence and cultural commitment.” was not supported. Therefore, the hypothesis was not sustained.

2.The study indicates that young respondents generally possess a strong sense of civic competence and cultural commitment, with positive perceptions across personal, interpersonal, and inter-cultural competencies. However, areas such as community service involvement and participation in cultural sensitivity training present opportunities for further development. The significant correlations between civic competence and cultural commitment suggest that enhancing one can positively impact the other, promoting a well-rounded, engaged, and culturally aware citizenry.

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