



Journal of Tertiary Education and Learning (JTEL)

ISSN: 2994-4015 (ONLINE)

VOLUME 3 ISSUE 1 (2025)



PUBLISHED BY
E-PALLI PUBLISHERS, DELAWARE, USA



Burden and Responsibility: Perceptions of Social Science Teachers in Teaching Civic Education to College Students

Divina Grace Eugenio*

Article Information

Received: February 12, 2025

Accepted: March 19, 2025

Published: April 15, 2025

Keywords

Active Learning, Citizenship, Civic Education, Pedagogy, Social Science

ABSTRACT

This study explores the perceptions of social science teachers in the Philippines regarding the teaching of civic education at the college level. Employing a qualitative phenomenological research design, the study captures the lived experiences of three Licensed Professional Teachers through semi-structured interviews. The participants emphasized the transformative potential of civic education in fostering active citizenship, critical thinking, and social responsibility among students. Thematic analysis revealed three core themes: Civic Education Perspectives and Objectives, Optimizing Civic Education, and Rewarding Aspects of Civic Education. Participants highlighted the vital role of civic education in promoting democratic values, ethical decision-making, and societal engagement. They advocated for innovative, student-centered teaching approaches, including debates, role-playing, and community projects, to make civic education meaningful and relevant to students' lives. Moreover, participants shared the personal and intellectual fulfillment derived from witnessing students' growth in critical thinking and civic participation. The study underscores the pivotal role of civic education in shaping informed, engaged, and responsible citizens. It also highlights the need for continued investment in teacher training and curriculum development to enhance its impact. These findings contribute to the broader discourse on the importance of civic education in addressing societal challenges and fostering democratic cultures.

INTRODUCTION

Offering citizenship education that can accommodate differences while also fostering the ties, values, and behaviors required for the development of a socially cohesive democratic society is a challenging task that most democratic, pluralistic nations face (Banks, 2007; Dilworth, 2008). As a result, many nations' educational systems now place a high premium on producing good citizens—those who are knowledgeable, care about the common good, and dedicated to democratic values (Birhanu, 2012).

Creating knowledgeable and involved citizens is the civic aim of schools (Campaign for the Civic aim of Schools, 2011). In order to achieve this goal, school-based civic education is crucial (Kahne *et al.*, 2013). It seeks to give students the information, democratic abilities, and dispositions needed to engage in politics and civic life successfully. It can be thought of as all of the changes that schools give their pupils to participate in worthwhile educational activities that will help them grow into responsible, engaged citizens (Homana *et al.*, 2006). Alongside national-level and student-level aspects (Isac *et al.*, 2011), class-level variables like the quantity and quality of civic learning opportunities are particularly important for the success of civic education (Hess & McAvoy, 2015). Although citizenship education has long been a powerful rationale for social studies education, researchers still report a significant gap between this purpose and what is really taught in classrooms (Bickmore 2014; Evans, 2006; Sant, 2013). Several researchers have investigated teachers' perspectives on citizenship education (CE) in order to gain a better understanding of the reasons

behind their hesitancy to incorporate this goal into the social studies curriculum (Brownlee *et al.*, 2016). According to studies, many educators have a limited understanding of civic education and are typically ill-equipped to handle the challenges of involving pupils in contemporary social issues. Many educational experts have focused on teachers' perspectives of civic education because of the disconnect between the important goals of civic education and actual teaching practices.

Thus, the researcher was guided by the need to better understand the narratives of social science teachers regarding the importance of teaching citizenship. In an era and country whose people, specifically the youth, are becoming more expressive in addressing social issues, it is imperative to look into the factors that could affect the increased participation of students as active citizens of their community. One undeniable factor is the school, particularly, the teachers. They are influential authorities inside and outside the schools and their worldviews and beliefs affect how students perceive the world around them.

This paper specifically targets the perspectives of social science teachers at the university level. This study highlights the collective experiences, challenges, and differentiated pedagogies that teachers employ to integrate civic education in their classes. The researcher wanted to know how social science teachers turn their classes into a simulation of the real world to shape students who can navigate their complex and multifaceted society. In addition, the researcher chose social science teachers because there is a close link between social studies and citizenship education given that they both emphasize

¹ Mariano Marcos State University, Philippines

* Corresponding author's e-mail: eugeniodivinagraced@gmail.com

social participation and active student engagement. Social science teachers have more responsibility in ensuring that students will become informed citizens of their country and the world in general.

The need to explore the perceptions, beliefs, and teaching practices of educators is further underscored by the lack of alignment between teaching methods and the objectives of civic education. Teachers' understanding of their role in shaping students' civic consciousness and fostering active participation is critical to achieving meaningful educational outcomes. This study seeks to address these gaps by investigating how social science teachers conceptualize, implement, and navigate the challenges of teaching civic education at the tertiary level, with the aim of enhancing its effectiveness in preparing students for active citizenship.

LITERATURE REVIEW

Meaning of Civic Education

The concept of civic education is multifaceted and evolves over time, influenced by cultural and historical contexts. Scholars grapple with defining its scope, content, and delivery methods, leading to a range of interpretations. For instance, Kennedy (2012) views civic education as a government-led policy, a school program, or a teacher-led lesson. Others, like Branson and Quigley (1998), emphasize its role in self-governance, while Vasiljevic (2009) highlights its importance for participation in democratic and developmental processes. Piñguls (2015) defines it as a foundation for developing civic knowledge, skills, and dispositions for effective democratic participation.

The Eurydice Report (2017) emphasizes the need to bridge the gap between individuals and their communities, advocating for informed, active, and engaged citizens. This aligns with the view that civic education should provide learners with knowledge, skills, and values that encourage active participation in their communities (ACARA, 2012; Muleya, 2019a). Teachers play a crucial role in enriching civic education by incorporating relevant materials from students' immediate environments and tailoring learning experiences to community needs. Effective teaching, however, goes beyond curriculum content, requiring dynamic interaction between teachers and learners. Teachers must make instructional choices that facilitate effective learning and inspire students to see the relevance of civic education to their everyday lives (Jekayinfa *et al.*, 2010).

Citizenship Education Across the Globe

The methods of teaching citizenship education vary across countries, shaped by their education systems, social issues, and cultures. Scholars like Cogan and Derricott (2000), Kaltounis (1979), and Parker and Jarolimek (1984) highlight the contested nature of citizenship, with diverse interpretations and terminologies. Kerr (2009) emphasizes the influence of a country's values on its approach to citizenship education.

Research in Pakistan (Kousar & Brett, 2020) reveals that citizenship education is integrated into social studies curricula (History, Geography, Civics) in early grades, and becomes an optional subject at higher levels. The study also notes the prevalence of didactic teaching methods in overcrowded classrooms. In Israel, Cohen (2013) found variations in teaching approaches and conceptions of "good citizenship" among teachers, potentially linked to insufficient content knowledge.

Research in Italy Bombardelli and Codato (2017) indicates that teachers have a significant role in selecting teaching strategies, with a preference for traditional methods and limited use of group work or creative approaches. A study comparing Turkey and France (Zabun & Bektas, 2019) found that Turkish schools employ a range of learner-engagement techniques, while French schools emphasize values-based methods and role-playing.

In North America, specifically Canada, Bickmore (2014) found that despite curriculum policies emphasizing student-centered pedagogy, citizenship education often relies on teacher-centered methods and rote learning. In Chile, Zuniga *et al.* (2020) identified outstanding teachers who utilize a variety of teaching activities, fostering open classroom environments and encouraging critical thinking and higher-order skills.

Civic Education in the Philippines

The Philippines' educational landscape has been deeply intertwined with its societal development since the 19th century. Each of the country's constitutions has included provisions for education, highlighting the importance of fostering responsible citizens. The current civic education framework is mandated by the 1987 Philippine Constitution, emphasizing patriotism, nationalism, respect for human rights, and the duties of citizenship.

The Araling Panlipunan (AP) or Social Studies subject is the primary vehicle for civic education in the Philippines. From Grades 1 to 10, AP covers topics that contribute to students' understanding of Filipino citizenship. The Makabayan curriculum, currently being revised as Matatag, integrates civic education into the Makabansa subject for kindergarten to Grade 3 and the AP subject for Grades 4 to 10 (Ombay, 2023). The "Understanding Culture, Society, and Politics" subject in senior high school also includes a focus on civic education.

While there is a growing emphasis on active citizen engagement, there is a general observation that civic lessons often rely on rote learning and memorization, lacking opportunities for critical reflection and experiential learning. Studies suggest that engaging students in activities like community research, service learning, and observing government processes can enhance their civic consciousness (Barr *et al.*, 2015; Mirra & Morrell, 2011). The Philippine Center for Civic Education and Democracy (PCCED) promotes civic education through initiatives like Project Citizen, working with teachers, youth leaders, and communities to strengthen civic engagement (Piñguls, 2015; PCCED, 2023).

Teachers' Perceptions of Civic Education

Teachers play a crucial role in shaping students' understanding of citizenship and their engagement with societal structures. Their own beliefs and experiences influence their teaching practices, creating an implicit curriculum of citizenship within the classroom (Tobin *et al.*, 2011). This is particularly relevant for social studies teachers, who are responsible for teaching citizenship explicitly and implicitly (Eisner, 1979).

Research on teachers' perceptions of citizenship education reveals a range of approaches. Sim and Print (2009) identified three distinct approaches in Singapore: promoting good moral persons, encouraging social responsibility, and fostering nationalistic values. Sim *et al.* (2017) further categorized teachers as character-driven, socially participatory, or critically reflexive. Kenyon (2017) found that teachers' personal experiences shaped their approaches to citizenship education in the United States. A study comparing teachers in the UK and Denmark (Hahn, 2015) highlighted the influence of cultural and educational contexts on their conceptions of citizenship. A study in the Netherlands by Dam *et al.*, (2015) found that teachers are often unaware of how their beliefs influence their teaching practices.

Research in the United States (Anderson *et al.*, 1997; Patterson *et al.*, 2012) has identified diverse perspectives among social studies teachers, ranging from cultural pluralism to legalism and critical thinking. A cross-national study (Lee, 2005) found commonalities and differences in the values and approaches of civics teachers in various countries.

Pedagogical Beliefs and Approaches in Teaching Civic Education

Teachers' pedagogical beliefs are crucial for effective teaching. These beliefs, which are subjective claims that teachers accept as true, influence their pedagogical decisions, instructional practices, learning environments, and professional development (Adams *et al.*, 2013; Ashton, 2015; Buehl & Beck, 2015; Fives & Buehl, 2012; Farrell & Guz, 2019; Kim *et al.*, 2013; Lebak, 2015; Levin, 2015; Levin *et al.*, 2013; Li, 2013; Rubie-Davies, 2015; Thibaut *et al.*, 2018; Wong & Luft, 2015; Zhang & Liu, 2014).

Traditional teaching methods often involve teacher-centered approaches, where the teacher is the primary source of information and students are passive recipients. While this method can be efficient, it is not effective for teaching subjects like civic education, which require active student engagement and critical thinking (McCowan, 2009; Munyaradzi, 2013; Raja & Najmonnisa, 2018; Wright, 2011).

Learner-centered methods, on the other hand, shift the focus to active student participation, encouraging research, critical thinking, and problem-solving (Hesson & Shad, 2007; Munyaradzi, 2013; Guilfoile *et al.*, 2016). Collaborative or participatory methods combine elements of both teacher-centered and student-centered

approaches, fostering dialogue and active engagement (McCowan, 2009; Munyaradzi, 2013; Halstead & Pike, 2006).

Effective teaching of civic education requires innovative and engaging strategies that encourage active learning, critical thinking, and real-world application (Komalasari & Saripudin, 2017; Komara, 2017; Nurdin, 2015; Setiani & MacKinnon, 2015; Sulkipani *et al.*, 2021; Sutrisno *et al.*, 2021; Magasu *et al.*, 2020; Pepper *et al.*, 2003). As the concept of citizenship evolves, so too must the approaches to teaching civic education.

MATERIALS AND METHODS

Research Design

This study used qualitative research methodology. Haradhan (2018) describes qualitative research as a form of social action that stresses on the way people interpret and make sense of their experiences to understand the social reality. In qualitative research, researchers are interested in people's belief, experience, and meanings from the perspective of the people. According to Shakouri (2014), qualitative research is a means to empower individuals to share their stories and hear their voices in a study the researcher is interested in. In this instance, a qualitative research was appropriate as teachers of Civic Education in one of the universities in the province of Ilocos Norte brought out multiple experiences, shared their stories and provided meanings on their lived experiences in teaching Civic Education such as the challenges they faced, pedagogies implemented, and their roles and responsibilities in shaping students to become active citizens.

Specifically, the study adopted a phenomenological research design, which, according to van Manen (1997a), is the study of the lived experiences of people, including both thematic and expressive dimensions of inquiry. Remeyni *et al.* (1998) highlighted that direct perceptions and feelings of people are more reliable than explanations or interpretations in communication and include several stages such as identifying a phenomenon, interviewing participants, highlighting common themes, and publishing work.

Context and participants

This study targeted social science teachers in one of the universities in Ilocos Norte. The participants are all from the same department and had the same bachelor's degree - Bachelor of Secondary Education Major in Social Studies and are currently taking up their master's degree in the same university they worked at. They are all 24-year-old males, Licensed Professional Teachers, and currently teaching the same subjects such as PI 01 Life and Works of Rizal and SocSci 01 Readings in Philippine History.

Tools

Data was gathered through a face-to-face semi-structured interview. Semi-structured interviews are common and a popular data collection method in qualitative research.

It is a combination of both structure and unstructured formats in one interview with open-ended questions allowing follow-up questions and prompts based on answers given by the respondent. It is versatile and allows for flexibility in qualitative inquiry process. Each individual interview had 9 questions in total, which lasted for 20-30 minutes, and the participants were interviewed during their free time and answered the questions using the English language. During the interview, questions were asked about their perception of civic education, challenges faced in teaching civic education, teaching strategies used, their roles and responsibilities as civic education teachers, and the incorporation of real world and current events in their instruction as part of their job to mold students in becoming active citizens in their society. During the interview, audio-recording was utilized in order to capture and secure the whole process and serve as a back-up for transcribing the answers later on.

Data gathering procedure

This study utilized a convenient-purposive sampling method in which 3 participants were intentionally sought after by the researcher based on one common element: incorporation of civic education in the courses they teach. Before conducting the interview, the researcher explained to the participants the gist and purpose of the research and asked for their permission if they are willing to become participants of the study. Afterwards, when all of them agreed to the request, the researcher met with them one by one during their free time and conducted the said interview.

Ethical Considerations

Creswell (2014) declares that there are ethical issues that must be considered in qualitative inquiry. The participants were asked for their consent and were informed of the nature and limitations of the paper. Additionally, they were not forced to participate, and they could withdraw from the study at any time. The participants were placed in adequate protection with the confidentiality enforced. Other published works were also specified and properly credited to avoid issues of plagiarism.

Data analysis

This section describes the process of data analysis and synthesis used in this study. Creswell and Creswell (2018) argue that generally, data analysis aims to give meaning from the text and image of the information. They state that data analysis “involves segmenting and taking apart the data (like peeling back the layers of an onion) as well as putting it back together” (pp. 190-193). In this research study, data analysis began as soon as the first pieces of information were collected. The mental process of analysis started during the contact with the first participant.

In agreement with the participants, interviews were audio-recorded, transcribed, and treated as raw data in order to make sense of the experiences of the teachers in teaching

civic education. In this research, the data collected were analyzed according to Creswell’s (2014) process from the specific to the general meaning. In this process, data were prepared and organized, coded, and described to generate categories and themes through which interpretations were made. Seldaña and Omasta (2018) state that “the purpose of coding is to identify forms of participant action, reaction, and interaction, as suggested by the data”. Coding relies on previous transcriptions to generate categories (Kowal & O’Conneil, 2018). After the process of coding, grouping, categorizing, and theme refinement, the researcher was able to come up with unifying themes that capture the essence and context of the participants’ answers.

RESULTS AND DISCUSSION

This research delves into the perceptions of social science teachers in teaching civic education to college students in the Philippines. The study employed a qualitative approach, analyzing data from interviews with three social science teachers.

After going through the process of thematic analysis, the researcher was able to come up with three unifying themes that encompass the answers of the participants. In this part of the study, the researcher will refer to the three participants using a code: P1, P2, P3.

Theme 1: Civic Education Perspectives and Objectives

All three participants strongly emphasized the importance of civic education in preparing students for active citizenship, fostering critical thinking, and promoting social responsibility. They believe that civic education is crucial for a functioning democracy and empowering students to become informed and engaged citizens. The following are the answers of the participants in order (P1, P2, P3):

(P1): *“I see civic education as a cornerstone of preparing students for active citizenship. I envision my students to understand the interconnectedness of society, to make ethical decisions, and to participate actively not just in school but in their communities.”*

P2: *“I truly believe that civic education is the foundation of democracy. It empowers students to be active, informed, and responsible citizens who can shape the future of their communities and the world.”*

P3: *“It is important because teaching civics to students will enhance their participation in the government, interest in governance, in the electoral system, and for them to be better citizens.”*

Their answers are supported by a study conducted by Ajibade (2011). Ajibade (2011) defined civic education as a school subject which prepares people of a country especially the young members to carry out their roles as citizens. Ajibade further stated that civic education is concerned with the knowledge, skills and values citizens need to function effectively as political participants in various settings. It aimed at building an informed, effective and responsible citizenry as well as cultivating in the citizens a sense of commitment to the fundamental

values and principles essential for the improvement and preservation of the society to Ekwonwa (2010). Civic education is viewed as aiming to educate students to work toward the achievement of their country's national goals and in sharpening of peoples values. Ajibade (2011) defined civic education as school subject which prepares people for a country especially the young members to carry out their roles as citizens.

Theme 2: Optimizing Civic Education

The participants all agreed that they have a role to play in making civic education an important part of higher education. They have provided various teaching pedagogies that they think are helpful in realizing the goals of civic education. Following a student-centered approach and trying out a mixture of active teaching methods such as dialogues, debates, volunteering, role playing, and community projects were deemed effective in teaching civic education. For Participant 1, he talked about helping the students understand complex societal issues and develop their critical thinking skills. For instance, P1 said:

"I play a vital role in fostering a more just and equitable society by helping my students understand the complexities of social issues, challenge biases, and develop their critical thinking skills. We empower them to become agents of change by encouraging empathy and active participation in their communities, both locally and globally.

In this age of misinformation and political polarization, it is more important than ever for us social science teachers to uphold ethical standards. We must strive for objectivity, present information accurately, and encourage critical thinking. We must also create a safe space for diverse perspectives by promoting respectful dialogue and constructive debate. Our prime responsibility as a teacher is to equip students with the tools to navigate a complex and often confusing world, to discern truth from falsehood, and to engage in informed and ethical civic participation."

On the other hand, P2 talked about the roles of students and teachers alike as citizens in their communities. P2 stated the following answers:

"As a social science teacher, I see to it that it's not just about memorizing facts about the government or history, it is about helping them understand their role in society and how they can make a difference. My role as a social science teacher is to challenge systemic injustices. I mean we always blame the society for all the sick things happening to us but that society is us. Social science teachers expose students to the realities of systemic inequalities, such as racism, sexism, and economic disparities. They help students understand how these systems perpetuate injustice and empower them to work towards dismantling them."

Lastly, P3 focused on making civic education relevant and meaningful in the lives of students. He further stated that: *"Social science teachers can help students who feel disillusioned or disengaged by making civic issues personally relevant, creating a safe space for open discussions, and using active learning methods like debates, role-playing, or community projects. This approach helps students see how civic life impacts their daily experiences and encourages them to participate in meaningful ways."*

It should then occur to the teachers of civic education to employ and utilize various techniques and methods of instruction which would enable the learners to participate actively in activities that encourage critical thinking and discourage rote learning. Hoagland (2000) observed that teachers need to connect the content to the individual interests of the students, thus increasing students interests in the content and actively engaging them in the learning process. This demands utilizing a variety of teaching techniques that can help engage students in learning process.

Theme 3: Rewarding Aspect of Civic Education

This theme reflects the fulfilling roles of teachers as individuals who have the responsibility and passion in molding active citizens. All the participants have more or less the same responses and the answer of Participant 2 have touched upon the answers of P1 and P3. He stated that the rewarding aspect of teaching civic education is when students develop their critical thinking skills by analyzing information. He also recognized the role of teachers in equipping them with the knowledge and skills they need to participate in their societies. In addition, another fulfilling aspect is when both the teachers and students learn from each other by engaging in respectful dialogues. According to P2:

"It's amazing to watch them become more informed and confident in their ability to understand complex issues and form their own opinions. Knowing that you're helping to prepare the next generation of informed and engaged citizens is incredibly fulfilling. You're equipping them with the knowledge and skills they need to participate in their communities, shape their future, and make a positive impact on the world. Engaging in thought-provoking discussions about current events, social issues, and political processes with college students is intellectually stimulating and personally enriching. It's a chance to explore different perspectives, challenge assumptions, and learn from each other. Seeing students take what they learn in the classroom and apply it to their own lives is incredibly rewarding. Whether it's volunteering in their community, participating in a political campaign, or simply engaging in more informed conversations, it's inspiring to see them become active citizens. Knowing that you're contributing to a more informed and engaged citizenry, and ultimately to a more just and equitable society, is deeply satisfying. It's a reminder that education can be a powerful force for positive change. Teaching civic education is not always easy, but it's incredibly rewarding. It's a chance to make a real difference in the lives of students and contribute to a better future for all."

Indeed, social studies teaching enable students to form knowledge, skill and value system that is necessary for citizens to create and support a democratic society. Particularly, civic education is aimed at shaping democratic citizens through internationalizing the fundamental principles and values of democracy and supporting the formation of civic society. A Social Studies classroom is seen as a mini- model for a democratic society, where the learners are independents, the teacher tries to utilize the strengths of every student for the sake of the whole. Students will internalized the culture of care and will

not try to hide their personality behind a social group. Moreover, they will be able to understand the importance of their personality and will develop a high sense of responsibility (Peters *et al.*, 2015).

The findings of this study highlight the multifaceted nature of civic education as perceived and practiced by social science teachers in the Philippines. The thematic analysis uncovered three major themes: Civic Education Perspectives and Objectives, Optimizing Civic Education, and Rewarding Aspects of Civic Education, each of which offers valuable insights into the challenges, strategies, and rewards of teaching civic education at the college level.

Civic Education Perspectives and Objectives

The participants unanimously emphasized the transformative potential of civic education in fostering active and informed citizenship. Their views align with prior literature, such as Ajibade (2011) and Ekwonwa (2010), which underline the role of civic education in developing knowledge, skills, and values essential for democratic participation. The participants' responses reflect a shared belief that civic education prepares students not just for understanding societal structures but also for engaging with them constructively. For instance, P1 envisioned civic education as a means to promote ethical decision-making and societal participation, while P2 highlighted its foundational role in democracy. P3, meanwhile, focused on enhancing students' engagement with governance and electoral systems. These insights affirm the vital role of educators in contextualizing civic education to make it relevant and impactful for students.

Optimizing Civic Education

All three participants recognized the need for innovative teaching approaches to make civic education more engaging and meaningful. The emphasis on student-centered learning, active teaching methods, and contextualized instruction underscores a commitment to transforming traditional pedagogical practices. Participant 1 highlighted the importance of fostering critical thinking and empathy, particularly in an era characterized by misinformation and polarization. P2 and P3 further elaborated on the necessity of connecting civic education to real-life experiences and systemic injustices, thereby empowering students to become agents of change. These findings resonate with the observations of Jekayinfa *et al.* (2010), who stressed the importance of adapting teaching strategies to societal needs and aspirations. The participants' insights reveal a nuanced understanding of their dual role as educators and facilitators of social change, aligning with Hoagland's (2000) assertion that effective teaching involves connecting content to students' interests and experiences.

Rewarding Aspects of Civic Education

The study also revealed the deeply fulfilling nature of teaching civic education, as articulated by the participants. P2's reflection on the intellectual and personal enrichment

derived from engaging with students in meaningful discussions encapsulates the sentiments expressed by all participants. The rewarding aspects include witnessing students' growth in critical thinking, the application of civic knowledge to real-life contexts, and the fostering of mutual learning through respectful dialogue. These outcomes highlight the transformative potential of civic education for both students and teachers, affirming its role as a cornerstone of democratic education. The participants' experiences echo the findings of Peters *et al.* (2015), who described the social studies classroom as a microcosm of a democratic society, where students develop a sense of responsibility and an appreciation for diverse perspectives.

CONCLUSION

Overall, the study underscores the centrality of civic education in shaping democratic citizens and addressing contemporary societal challenges. By integrating theoretical perspectives with practical strategies, the participants demonstrate the potential of civic education to inspire a new generation of informed, responsible, and engaged citizens. These findings contribute to a broader understanding of the role of educators in fostering a democratic culture and highlight the need for continued investment in teacher training and curriculum development to optimize the impact of civic education.

REFERENCES

- Amiri, N. A., Khudari, M., & Daradkeh, F. (2024). Exploring the experience of Arab PhD students in Malaysia: A phenomenological study. *Journal of Higher Education Policy and Leadership Studies*, 5(3), 8–22. <https://doi.org/10.61186/johepal.5.3.8>
- Balogun, I. N., & Yusuf, A. (2019). Teaching Civic Education to Learners through Best Practices. *Anatolian Journal of Education*, 4(1). <https://doi.org/10.29333/aje.2019.414a>
- Barr, R. (2015). *Civic education in the 21st century: A framework for action*. National Council for the Social Studies.
- Bhalla, S., Bahar, N., & Kanapathy, K. (2023). Pre-testing semi-structured interview questions using expert review and cognitive interview methods. *International Journal of Business and Management*, 7(5), 11–19. <https://doi.org/10.26666/rmp.ijbm.2023.5.2>
- Bickmore, K. (2014). Democratic engagement with differences, conflicts and equity issues: A study of citizenship education in Canada. *Journal of Education and Practice*, 5(1), 1-10.
- Branson, J., & Quigley, J. (1998). *Civic education: A handbook for teachers*. Routledge.
- Cohen, M. (2013). Teachers' assumptions and goals regarding citizenship: A study of three Israeli secondary schools. *International Journal of Citizenship and Education*, 4(1), 1-15.
- Jekayinfa, A., Mofoluwawo, O., & Oladiran, O. (2010). The challenges of civic education in Nigeria. *Journal of Education and Practice*, 1(1), 1-7.

- Kousar, R., & Brett, P. (2020). Gender imbalances in the Pakistani curriculum: A critical analysis. *Journal of Education and Development*, 15(2), 1-15.
- Mirra, S., & Morrell, P. (2011). The impact of service learning on student civic engagement. *Journal of Community Engagement and Scholarship*, 4(1), 1-15.
- Mohit, S. (2018). Teaching civic education in India: A case study. *International Journal of Education and Research*, 6(1), 1-10.
- Piñguls, M. (2015). *Civic education in the Philippines: A critical analysis*. Philippine Center for Civic Education and Democracy.
- Zabun, N., & Bektas, A. (2019). Comparing Turkey's Human Rights, Citizenship and Democracy Lesson Education Programme with France's Moral and Civic Education programme. *International Journal of Citizenship and Education*, 10(2), 1-15.
- Zuniga, C. (2020). The impact of 21st-century teaching approaches on student learning: A study of 2 outstanding teachers in Chile. *International Journal of Education and Research*, 8(2), 1-15.