

The Integration of Digital Media in Social Studies Teaching and Its Role in Enhancing the Students Level of Civic Engagement

Montiveros, Princess Mariell D., Gasga, Gemmalyn E., Bel Patrice T. Tisuela, MaEd

Faculty of College of Teacher Education, Tanauan Institute, Inc.

DOI: <https://doi.org/10.47772/IJRISS.2026.100500478>

Received: 08 May 2026; Accepted: 14 May 2026; Published: 05 June 2026

THE PROBLEM AND ITS BACKGROUND

This chapter includes the introduction, theoretical framework, statement of the problem, hypothesis, scope and limitation, significance of the study, and the definition of terms used.

Introduction

In recent years, the integration of digital media into educational frameworks has transformed pedagogical approaches across disciplines and educational practices has emerged as a pivotal development in contemporary pedagogy, particularly within the realm of social studies. As digital technologies continue to evolve and permeate daily life, educators face the challenge of adapting their teaching methodologies to harness these tools effectively.

The integration of digital media into educational practices represents a transformative shift in teaching and learning, particularly within the field of social studies. As technology increasingly becomes a central component of students' lives, educators are tasked with adapting their instructional methods to leverage digital tools effectively.

According to Tiara Smith, Laura Fischer. (2023). Digital media serves as a vital component in modern educational practices, especially in social studies. The incorporation of technology allows educators to craft more engaging and interactive lessons that resonate with today's tech-savvy students. According to a study, 65% of teachers reported regular use of digital learning tools, which contribute to personalized learning and increased student engagement.

According to Contreras, C., Rivas, J., Franco, R., Gómez-Plata, M., & Luengo-Kanacri, B. P. (2023). Youths who actively participate in online discussions around social and political issues are more likely to be engaged citizens, showcasing a direct correlation between digital media use and increased civic involvement. Moreover, studies reveal that when students utilize digital media for socialization, it encourages them to use these platforms for learning and socio-political discussions, subsequently leading to higher levels of civic engagement. The emphasis on teaching students how to assess credibility and differentiate between reliable sources and sensationalist content is crucial in fostering informed civic participation. Today, young users are increasingly using social media as a search engine to learn about the latest political events (Huang, 2022). It also allows citizens to bring issues to light when they receive inadequate attention from those in power

A study found that social media platforms foster civic interest and engagement, particularly among teens who may otherwise be disengaged from typical political processes. Similarly, social media has provided more access for teens, especially to participate in democratic discourse and voice their opinions on current affairs (Holt et al., 2014). Holt and colleagues (2014) found that younger people are more likely than older adults to use blogs to communicate about political issues, and teens often use sites like Instagram, Twitter, and WhatsApp to talk about politics with friends (Kaskazi & Kitzie, 2021).

By utilizing digital tools such as social media, podcasts, and interactive simulations, educators can create dynamic learning environments that empower students to become informed and active citizens. This research investigates the methods and outcomes of incorporating digital media into social studies curricula and its effectiveness in enhancing civic participation among students. This study examines how digital media—such as

social networking platforms, online resources, and interactive applications can enrich social studies instruction by promoting critical thinking, collaboration, and a deeper understanding of civic responsibilities. By analyzing various teaching strategies and their outcomes, this research aims to provide insights into the potential of digital media to engage students meaningfully with societal issues, encouraging them to become proactive participants in their communities. It also seeks to contribute to the growing body of literature on educational innovation, demonstrating that the thoughtful integration of digital media not only enhances academic learning but also cultivates a generation of socially responsible and engaged citizens.

Theoretical Framework

This framework presents the key concepts of this research, proposes relationship between variables, and discussed relevant theories based on literature review and also the dynamics among concrete constructions that is completely and empirically tested.

John Dewey's Constructivism is the theory that will direct this investigation. According to Dewey's learning theories, learning occurs when students engage in real-world tasks and learn through interaction. The constructivist framework promotes the instructor's role as a facilitator and places a strong emphasis on the learners taking charge of their own learning. Constructivism, as embraced by John Dewey, emphasizes the active role of learners in constructing their own understanding through experiences. Dewey believed that learning should be interactive, encouraging students to explore and discover new information independently, rather than simply memorizing facts. Paul Main. (2023).

Fundamental component of constructivism is Cognitive Development. According to this theory it refers to the process by which children learn to think, explore, and solve problems. Cognitive development encompasses several key elements, including Thinking and Reasoning. Constructivism assists students in gaining a richer and more meaningful understanding of the world by promoting an atmosphere of active learning and discovery. Constructivism is a learning theory that emphasizes the active role of learners in building their own understanding. Rather than passively receiving information, learners reflect on their experiences, create mental representations, and incorporate new knowledge into their schemas. This promotes deeper learning and understanding. Saul McLeod, PhD. (2024).

The second theory that will also support this study is the Media Literacy Theory by Lev Vygotsky. It encompassed various frameworks and concepts designed to understand and analyze media content and its impact on audiences. This involves skills related to accessing, analyzing, evaluating, and creating media messages.

According to the study conducted by Hans Martens. (2024) Media literacy plays a critical role in fostering informed and engaged citizens. It empowers individuals to critically evaluate the media they encounter and to produce messages that positively influence their communities and society at large. Media literacy theory is a multifaceted discipline that combines elements of communication theory, critical thinking, and educational psychology to equip individuals with the necessary skills to navigate the ever-evolving media.

Lastly is the social learning theory. Social Learning theory primarily developed by Albert Bandura, that describes learning occurs through observation and imitation of others. This theory moves beyond the notion that learning is solely a result of direct experience, highlighting the importance of social contexts and cognitive processes. The essence of this theory is captured in Bandura's assertion that much of human behavior is learned observationally, meaning that individuals can learn simply by watching others. Claudia Alvarez (2024)

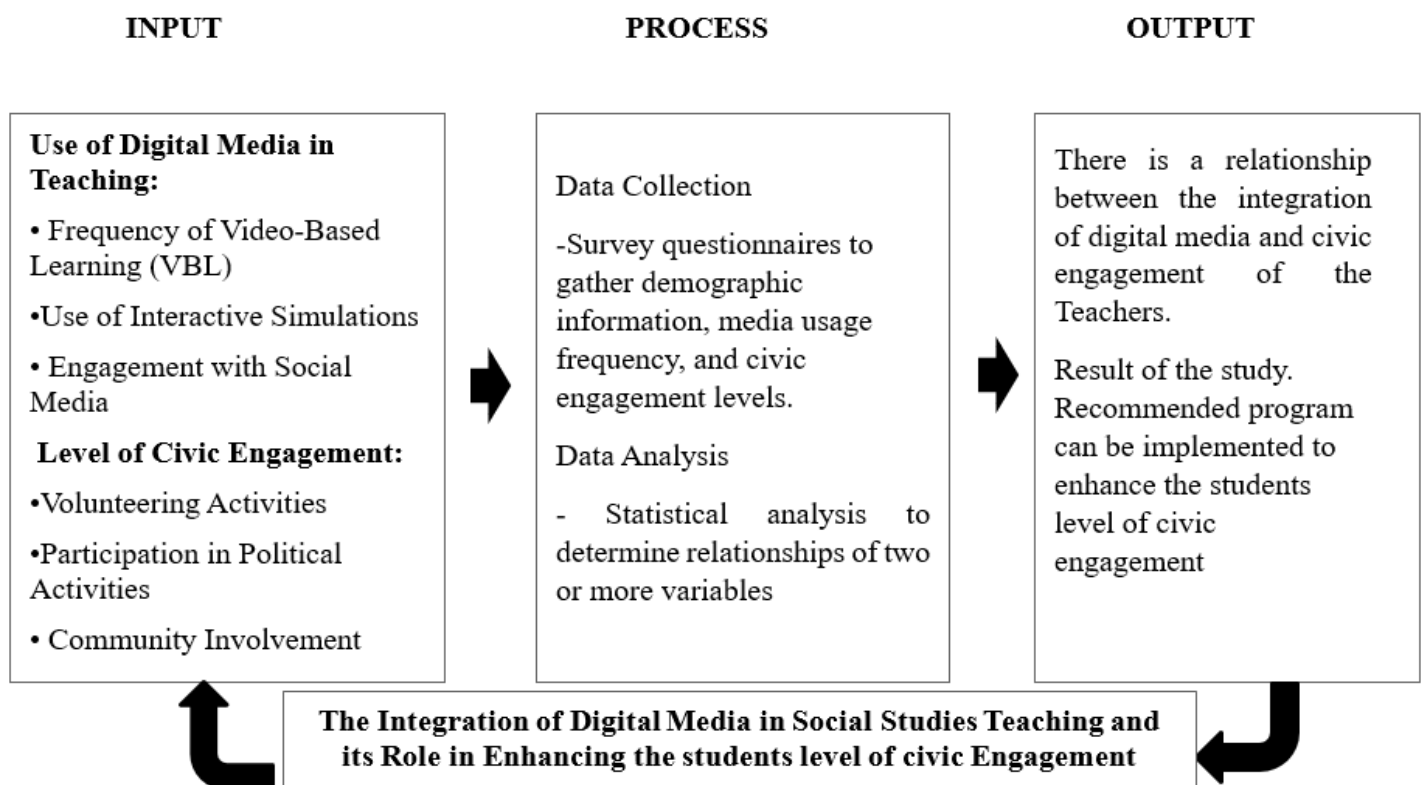
The social learning hypothesis is based on three main ideas. The first is the notion that observation is a useful tool for learning. The idea that internal mental states are a crucial component of this process comes next. Lastly, this theory acknowledges that knowledge alone does not guarantee that it will influence behavior (Kendra Cherry, 2022).

A study conducted by Tiara Smith, Laura Fischer. (2023) says that, The integration of digital media in social studies teaching plays a significant role in enhancing students' civic engagement. By leveraging digital tools, educators can provide interactive and dynamic learning environments that align with the interests and experiences of modern learners.

Digital media fosters student engagement through interactive resources such as virtual field trips, multimedia presentations, and gamified learning experiences. These tools can capture students' attention in ways that traditional methods may not, making learning both enjoyable and impactful. For instance, studies have shown that incorporating digital resources can significantly improve student participation and motivation in social studies classes

According to Pam Renfrow (2024). The integration of digital media in social studies teaching not only enhances educational engagement but also plays a pivotal role in fostering civic engagement among students. By utilizing digital tools, educators can cultivate an environment where students become active, informed participants in their communities. As they develop critical thinking and media literacy skills, students are better prepared to navigate and influence the societal issues that matter to them. Through this approach, digital media becomes a powerful ally in promoting an engaged and informed citizenry.

Paradigm of the Study



The researcher employs the Input-Process-Output (IPO) model to systematically investigate the integration of digital media in social studies teaching and its role in enhancing students' levels of civic engagement. The IPO framework serves as a structured approach to analyze how various factors interact and influence educational outcomes.

The first box (Input) encompasses the demographic profile of social studies teachers, specifically focusing on years of service and educational attainment. These variables are essential for contextualizing how educators' experience and qualifications may influence their pedagogical strategies, particularly in the incorporation of digital media into their teaching practices.

The Second box (Process) involves data collection and analysis. Data will be gathered through surveys and questionnaires designed to capture demographic information, media usage frequency, and civic engagement levels. Statistical analysis will then be employed to determine relationships and identify significant differences in the data.

The Third box (Output) this study yield two primary findings: (1) an exploration of the relationship between digital media integration and levels of civic engagement among the teachers; and (2) evidence-based recommendations for specific program that can be enhance the students level of civic engagement.

This comprehensive output aims to inform educational practices and guide educators in optimizing their teaching approaches to foster increased civic involvement among students.

Statement Of the Problem

This study aims to determine The Integration of Digital Media in Social Studies Teaching and Its Role in Enhancing the Students Level of Civic Engagement

Specifically, this study will seek to answer the following questions.

1.) How often does social studies teachers use the following digital media in teaching Social Studies;

2.1 Video-Based Learning (VBL)

2.2 Interactive Simulation

2.3 Social Media

2.) What is the level of Civic Engagement of the students in terms of?

3.1 Volunteering

3.2 Participation in Political activities and

3.3 Community Involvement

3.) Is there any relationship between the integration of digital media and civic engagement?

4.) Based on the result of the study what are the recommended plans to enhance students level of civic engagement?

Hypothesis

Ho: There is a significant relationship between the integration of digital media and civic engagement

Significance of the Study

The study will focus on the Integration of Digital Media in Social Studies Teaching and its Role in Enhancing the student's level of civic Engagement. Moreover, the results of the study will be beneficial to the following

Teachers. This research provides educators with innovative strategies to integrate digital media effectively into their curriculum. This research equips educators with insights on effective digital media integration, enhancing pedagogical practices and fostering collaborative learning environments.

Students. It empowers students by offering interactive tools that promote active participation and critical thinking. This approach helps them develop a stronger sense of civic responsibility.

Parents. The study emphasizes the role of digital media in enhancing education, encouraging parents to support their children's learning at home. It fosters discussions about civic engagement and responsibilities.

Future Researchers. This study serves as a foundation for further research on the impacts of digital media in education. It opens avenues for exploring its effectiveness in promoting civic engagement among diverse student populations.

Educational Policymakers. Insights from the study can guide policymakers in making informed decisions about technology integration in schools. This advocacy can lead to better resources for enhancing civic education through digital platforms.

Community Organizations. Findings can assist community groups in designing programs that complement school initiatives. This collaboration can foster greater civic engagement among students through targeted digital outreach.

Scope and Limitations

This study focuses on the Integration of Digital Media in Social Studies Teaching and its Role in Enhancing students' levels of Civic Engagement specifically in the selected school in Tanauan City Division. It aims to gather insights from social studies teachers in this area about their experiences, strategies, and the perceived impact of digital tools on student participation in Civic activities.

Limitations of the Study

It involved the participation of 41 social studies teachers in selected of Tanauan City Division.

Definition of Terms

The following terms are defined operationally to facilitate easy understanding of the study.

Civic engagement. It refers to the active participation of individuals in the political, social, and community life to influence decision-making and promote the common good.

Community involvement. It refers to the active participation of individuals or groups in activities that contribute to the development and well-being of their local community.

Critical thinking skills. It refers to the ability to analyze, evaluate, and synthesize information in a logical and reflective manner. These skills enable individuals to make reasoned judgments, solve problems effectively, and assess the validity of arguments and evidence.

Digital media. It refers to content created and shared in digital formats—such as text, audio, video, and interactive elements—accessible via electronic devices and transmitted through digital networks, facilitating immediate dissemination and user interaction.

Integration. It is the process of combining or coordinating different elements, systems, or groups to create a unified whole. This can occur in various contexts, such as social, economic, or technological, and aims to enhance collaboration, cohesion, and functionality among diverse components.

Interactive Simulations. It is immersive digital environments that allow users to manipulate variables within a system, facilitating experiential learning and a deeper understanding of complex concepts through active engagement.

Social Studies. It is a subject that integrates various disciplines to examine the relationships among individuals, societies, and the environment. It typically covers topics such as history, geography, economics, civics, and sociology, enabling students to understand cultural diversity, governmental systems, and economic principles.

Volunteering. It refers to the voluntary engagement of individuals in activities aimed at providing services or support to others, typically within a community or organizational context, without the expectation of monetary compensation

REVIEW OF RELATED LITERATURE AND RELATED STUDY

This chapter provides an overview of previous research on knowledge sharing and networks. It introduces the framework of the study that comprises the main focus of the research described in this thesis.

Foreign

According to Tiara Smith, Laura Fischer. (2023), digital media serves as a vital component in modern educational practices, especially in social studies. The incorporation of technology allows educators to craft more engaging

and interactive lessons that resonate with today's tech-savvy students. According to a study, 65% of teachers reported regular use of digital learning tools, which contribute to personalized learning and increased student engagement.

As cited by Contreras, C., Rivas, J., Franco, R., Gómez-Plata, M., & Luengo-Kanacri, B. P. (2023). Youths who actively participate in online discussions around social and political issues are more likely to be engaged citizens, showcasing a direct correlation between digital media use and increased civic involvement. Moreover, studies reveal that when students utilize digital media for socialization, it encourages them to use these platforms for learning and socio-political discussions, subsequently leading to higher levels of civic engagement.

However, according to Felton, M., Middaugh, E., & Fan, H. (2023) the integration of digital media also presents challenges, such as the need for critical media literacy to navigate misinformation and biases prevalent in online environments. The emphasis on teaching students how to assess credibility and differentiate between reliable sources and sensationalist content is crucial in fostering informed civic participation.

Today, young users are increasingly using social media as a search engine to learn about the latest political events (Huang, 2022). It also allows citizens to bring issues to light when they receive inadequate attention from those in power. A study found that social media platforms foster civic interest and engagement, particularly among teens who may otherwise be disengaged from typical political processes.

Holt and colleagues (2014) found that younger people are more likely than older adults to use blogs to communicate about political issues, and teens often use sites like Instagram, Twitter, and WhatsApp to talk about politics with friends (Kaskazi & Kitzie, 2021).

The study found that social media use was widespread, with Facebook being the most popular platform accessed via cellphone and wifi. Interestingly, the students' academic performance (average GPA of 2.26-2.00) was not statistically linked to their social media habits. The study suggests that social media may offer some time-saving benefits through collaboration, but its overall impact on academic performance appears to be neutral for this particular group. (Ace Albert P. Cabral, 2016)

As stated by S.Samamsinghe (2019), Social media has become a crucial part of daily life, impacting higher education and students' academic performance. However, there is a lack of comprehensive models to summarize this impact, particularly in Sri Lanka. This study aims to examine this issue by forming a multi-dimensional model integrating Technology Acceptance Model (TAM), Theory of Planned Behavior (TPB), and IS success model. The model will be tested for statistical validity using data from the higher education context

According to Faridah Nurfalahgtal (2023). The study delves into the pervasive role of social media in the lives of students, acknowledging its potential both for positive and negative impacts. It highlights social media's role in expanding students' horizons by facilitating idea exchange and networking, as well as its function in academic research and career development. Despite concerns, research suggests that social media serves various beneficial purposes and is instrumental in fostering connections and disseminating content. The study also underscores the prevalence of social media use among Indonesian and Filipino students, reflecting broader trends in internet penetration and lifestyle choices. Its objectives include understanding students' interests, activities, and opinions regarding social media usage in these contexts

Based on Yavuzalp et al., (2021) People engage with media messages shared via traditional and digital formats, and they also consider diverse content types that include informational, health-oriented, political, marketing/advertising, interpersonal, didactic, among others. These issues have attracted scholars and practitioners internationally and across disciplines such as educators, psychologists, journalists, public health, nursing, computing, and media specialists to contribute to the study and teaching of media literacy. It is also stated here that, they have not always seen each other's use of different terms and descriptions in their efforts to capture the subtle intricacies of dynamic communication forms, or how environmental factors influence how individuals experience and interact with—or consume and create, media content and technology.

Digital media fosters student engagement through interactive resources such as virtual field trips, multimedia presentations, and gamified learning experiences. A study conducted by Tiara Smith, Laura Fischer. (2023) say's that, the integration of digital media in social studies teaching plays a significant role in enhancing students' civic engagement. By leveraging digital tools, educators can provide interactive and dynamic learning environments that align with the interests and experiences of modern learners. These tools can capture students' attention in ways that traditional methods may not, making learning both enjoyable and impactful. For instance, studies have shown that incorporating digital resources can significantly improve student participation and motivation in social studies classes

The integration of digital media in social studies teaching not only enhances educational engagement but also plays a pivotal role in fostering civic engagement among students. By utilizing digital tools, educators can cultivate an environment where students become active, informed participants in their communities. As they develop critical thinking and media literacy skills, students are better prepared to navigate and influence the societal issues that matter to them. Through this approach, digital media becomes a powerful ally in promoting an engaged and informed citizenry. Pam Renfrow (2024).

The students who use social media throughout the week showed low performance as compared to the students who use it only at weekends. Furthermore, the impact of other features on the performance of students is also measured. (Muhammad Younas et al., 2022)

Despite the unhealthy impact of social media many students are engrossed in spending most of their hours on social media sites which includes the most popular Facebook, Twitter and Instagram. Social media has embedded a negative image upon many minds however it is also perceived as a pathway to develop vital knowledge and social skills among students beyond their campus wall (Wang. Chen and Liang, 2014). Social media has equal positive or negative aspects but many students are using these sites on a regular basis. Over the years many studies have been conducted over the impact of social media on academic performance of students and it demonstrates a strong relationship between the two variables.

Civic engagement among social studies teachers is influenced by various interrelated factors, including personal ideology, pedagogical approaches, and professional experiences. Understanding these elements can help enhance the effectiveness of civic education in schools. The following sections outline the key contributors to civic engagement among social studies teachers.

In Jordan, social studies teachers reported that their academic qualifications and teaching experience affected their ability to instill civic values in students (Al_Hjoujj, 2023).

While these factors contribute positively to civic engagement, it is essential to recognize that systemic barriers, such as curriculum constraints and lack of institutional support, can hinder teachers' efforts to promote active citizenship in their classrooms.

Civic Engagement Participation in public life implies civic engagement and the study of the latter reveals the ability to: acquire and process relevant information in order to formulate views on civic issues; express and debate beliefs about civic life within communities or in public; take measures consistent or not with social institutions such as political parties, government, corporations and communities (Bala, 2014).

The level of civic engagement among social studies teachers is influenced by various factors, including their educational background, pedagogical approaches, and the broader educational environment. Research indicates that social studies pre-service teachers exhibit varying degrees of democratic attitudes, which are shaped by their familial educational backgrounds and the institutions they attend (Yiğit & Çolak, 2014).

Furthermore, the role of teachers in fostering civic awareness is critical, as they employ interactive learning and community-based projects to enhance students' understanding of civic values (Sinaga et al., 2024). Additionally,

the gap between the intended goals of citizenship education and actual classroom practices is often attributed to teachers' political worldviews and their civic experiences (Estellés et al., 2021).

Personal Ideology and Activist Praxis Teachers' civic ideologies significantly shape their willingness to engage students in civic activities beyond the classroom (Magill et al., 2020). The socialization processes within teacher education programs can shape teachers' perceptions of citizenship education, impacting their engagement levels (Estellés et al., 2021).

Voting rights are the legal rights that protect individuals' ability to participate in elections. Ensuring equitable access to voting is crucial for civic engagement, as it allows citizens to express their opinions and influence government policies.

Voting rights are important political rights because they grant access to the formation of political power and influence the laws and policies of the municipality or the country of residence (Groenendijk, 2014).

Video-based learning (VBL) has emerged as a significant educational tool across various disciplines, demonstrating positive impacts on student engagement, knowledge acquisition, and skill development. The integration of video content into learning environments enhances understanding and retention, making it particularly effective in complex subjects like biology and health education.

Video-based teaching showed a learning gain of 65% compared to 41% in traditional methods, indicating superior effectiveness in skill acquisition (Niaz et al., 2024). The study investigates the effectiveness of video-based learning in teaching biology, highlighting its ability to enhance cognitive skills, improve learning performance, and increase student motivation and understanding of complex biological concepts through engaging visual content.(Yanti, 2024).

Videos promote cognitive engagement by aiding understanding of key concepts and fostering affective engagement through increased teacher presence. However, behavioral engagement varies, highlighting the need for clear communication from educators regarding the role of videos in the curriculum. (French et al., 2023).

The study highlights that video-based learning, specifically ICT-based interactive videos, significantly enhances student engagement by fostering interaction and interest, leading to improved descriptive writing skills. This approach encourages active participation, making learning more dynamic and effective for students. (Agustini et al., 2024).

Video animations can contextualize learning material, making it relevant to students' daily experiences, thus enhancing engagement in subjects like science (Puspitasari et al., 2024).

While video-based learning has clear advantages, it is essential to consider potential challenges, such as varying levels of behavioral engagement among students and the need for effective communication from educators regarding the role of videos in the curriculum (French et al., 2023).

Video-based learning is an educational approach that utilizes video content to enhance the learning experience, catering to diverse audiences in various settings, including schools, workplaces, and online platforms. One notable benefit is improved learner retention; studies indicate that individuals remember significantly more information after watching video content compared to audio-only or text-based formats, with retention rates of 65% from videos versus just 10% from audio. Kendall Breitman. (2024).

Furthermore, video promotes engagement by utilizing a multi-sensory approach that captures the attention of learners Immanuel Vinikas. (2024).

(VBL) is presenting knowledge in consistent and attractive manner. In recent years, the new forms and technologies of VBL such as flipped classrooms, and most prominently MOOCs, have had a remarkable impact

on teaching and learning methodologies. A significant number of academic publications have investigated and analyzed VBL environments from different perspectives, including potential usage, effects on learning outcomes, satisfaction levels, and effectiveness. This study provides a critical analysis of the current research in VBL conducted from 2003 until today. In this study, 76 peer reviewed papers are identified through journals and academic databases and they are categorized into four main dimensions: effectiveness, teaching methods, design, and reflection. In the scope of this analysis, we also provide future visions and research opportunities in VBL that support self-organized and network learning. International Journal on Advances in Life Sciences 6 (3), 122-135, 2014.

In the words of PalArch's Journal of Archaeology of Egypt/Egyptology 17 (2), 44-54, 2020 it is concluded that the video learning media is beneficial in improving the students' learning outcome. So it is suggested that in teaching, the lecturers are required to use video as a media in teaching.

In the study, the academic success levels of the students who received their history education through videos that comprise of voice, text, animation and sound components. Also, answers to the question of whether there is any difference in the academic success levels of students who received their education through video components were looked for, via 50 multiple-choice questions. Furthermore, the views and experiences of students on the topic of the education given were researched through 7 semi-structured qualitative questions. In the research; three short videos used in history education that were prepared in different styles were used. Two of these videos were merged due to them sharing the same topic.

Sefa Yildirim Journal of Education and e-Learning Research 5 (3), 193-207, 2018. Historical learning serves a very important function, to waken the students' awareness of the past society transformation and development process. Another function is to build historical perspective and awareness in finding, understanding, and explaining the nation's self-identity amid the world transformation.

The researchers in the field of social sciences have concluded that in general the social contexts in which any individual, including the school student, acquires experience and is learning in modern society have changed radically. Researchers encourage teachers to improve their skills of integrating digital technologies in education that would help students develop their information analysis and evaluation skills in the learning process, which in turn, would decrease the scope of the possible risks caused by digitalization. Zanda Rubene Learning strategies and constructionism in modern education settings, 16-24, 2018.

Technology and digital media are now embedded in children's daily lives and can have significant impact on children's early development and learning. Preparing early childhood teachers to integrate a variety of technologies into classroom practices can be challenging. This study explores perceptions of preservice teachers about technology integration into their educational programs and assesses their satisfaction with such preparation. A total of 192 preservice teachers participated in this study. Data were collected through questionnaires and in-depth interviews. Results indicated that preservice teachers held positive perceptions of the importance of technology and digital media integration in early childhood classrooms. However, their satisfaction with their preparation for technology integration into classrooms was less positive.

Knowledge needs indicated by the preservice included learning more about technology integration in practice, and how to engage children in activities using technology and digital media. Based on the overall findings, it seems that teacher education programs need to develop stronger curricula that address these concerns so that future teachers are more confident and able to support children's learning through integration of technologies into their teaching practice. Ali M Alelaimat, Fathi M Ihmeideh, Mustafa F Alkhawaldeh. International Journal of Early Childhood 52 (3), 299-317, 2020

The added value of social media in the development of civic behaviors speaks to a new way of thinking about ways to cultivate civic engagement. As colleges and universities continue to explore means to promote civic engagement as a learning outcome, the digital environments of students must be considered. A broad understanding of social technologies, along with a working knowledge of platform-specific features will help

practitioners and scholars to better plan developmentally beneficial interventions. (Adam Gismondi. Boston College, 2015.)

Local

Digital media has profoundly changed our way of life, our ability to communicate, and our accessibility from anywhere in the world. Although it has been criticized for reducing physical effort, it has offered amusement and leisure, and there are apps and gadgets for improving fitness. It's crucial to learn how to use it effectively and to keep a good balance between actual and virtual life (Shiv Gupta, 2024)

The influx of new media technology has affected the holistic development of students. Most of children prefer watching television, surfing internet, playing video games on smart phones or on computer or watching their favorite video series using online media (Kalyan & Lakshmikantha, 2016)

The study suggests using social media in moderation and being careful about what you share to avoid these negative experiences. (Bea Claire W. Antiporda, 2021)

The advent of technology in education has seen a revolutionary change in the teaching-learning process. Social media is one such invention which has a major impact on students' academic performance. This research analyzed the impact of social media on the academic performance of extraversion and introversion personality students. Further, the comparative study between these two personalities will be analyzed on education level (postgraduate and undergraduate) and gender (male and female). The research was initiated by identifying the factors of social media impacting students' academic performance. (Bernard John Kolan, 2018).

According to Astodello (2016), students should be encouraged to limit the time they spend on social media sites and be advised to rather substitute those hours with reading some learning materials-short stories, novels, etc. to improve their vocabulary. Since the use of social media sites had affected the academic performance of students negatively, there is a need to introduce the students' other information resources or materials that would motivate and help them perform well in their academics.

As cited by JhoselleTus.etal November 2021, the widespread use of social media, particularly among students, has become an integral part of daily life, influenced by the increasing prevalence of smartphones. This trend has significantly altered communication and socialization patterns among students, who now spend a substantial amount of time on social media platforms. These platforms serve various purposes, including communication, reference gathering, updates, and educational content consumption. However, concerns have been raised regarding the impact of social media on academic performance, with some educational institutions implementing measures such as banning "like-based assessments due to potential negative effects like cyberbullying and increased pressure on students. While some studies suggest a positive correlation between social media usage and academic performance, others find no significant relationship

Social media used for collaborative learning had a significant impact on interactivity with peers, teachers and online knowledge sharing behavior.

As per Jamal Abdul Nasir Ansari, Nawab Ali Khan (2020) Interactivity with teachers, peers, and online knowledge sharing behavior has seen a significant impact on students' engagement which consequently has a significant impact on students' academic performance. Grounded to this finding, it would be valuable to mention that use of online social media for collaborative learning facilitate students to be more creative, dynamic and research-oriented. It is purely a domain of knowledge.

Social media is an effective way to promote student engagement to share ideas and to express their opinions in a more comfortable way. The advantage of social media applications is that they foster collaboration; given that they offer teachers and students a destination where they can bring their ideas together, social media can be used as a valuable educational tool capable of enriching the learning experience. Social media has many advantages in the learning process of students. The purpose of this paper is to explore the benefits of social media in education. Thorough examination has actually revealed that this online social media tool has many educational

benefits. Indeed, it has been shown that social media enhances communication and interaction between students and between teachers and students. Agus Purwanto, Khaerul Fahmi, Yoyok Cahyono (2023)

According to The International Journal of Indian Psychology (2019), social media has got much importance because of mostly use by people for a lot purposed including education. In world changing into digital global village, social networking technology has played a vital role compare to other internet tools. This study tried to examine which age group GPA is mostly affected by usage of social media and its correlation with student's academic performance. And also to examine its effect on GPA of different faculties, that GPA of which faculty students is mostly affected by its use, this study is cross sectional survey in nature on the student's perceptions about their use of social networking sites and its influence on their academic performance.

Active citizenship can be encouraged through education and community action. It proposes that service learning and a renewed focus on voluntarism can both promote social cohesion between different ethnic and cultural groups while also fostering among the population a greater understanding of and commitment to civic culture. Jonathan Birdwell, Ralph Scott, Edward Horley Education, Citizenship and Social Justice 8 (2), 185-199, 2014

Political candidates create their own social media sites to organize people and gain support and votes. The biggest consumers of social media are the youth. The participation of students in social media therefore has an impact on the outcome of an election. This study aimed to determine the student participation in social media on issues concerning candidates in 2016 Philippine Presidential Election. Survey method using questionnaire was adopted in this study. Two-hundred college students of Misamis University in Ozamiz City, Philippines were randomly selected as respondents. Facebook was the most preferred social media for political issues, followed by YouTube, Twitter, and Instagram, respectively. Social media showed that Rodrigo Duterte appeared to be the preferred presidential candidate of students for the 2016 Philippines presidential election. Student participation in social media on issues relating to presidential candidates was relatively less. The results of this study may shed light on trends on social media use and behavior of voters that may impact the election process and outcome. Loyd P Alcasid, Ivanie B Villacampa, Anthony L Awa. Journal of Multidisciplinary Studies 5 (2), 54-73, 2016

The study examined the degree to which digital citizenship has been incorporated into the Social Studies curriculum and evaluated the role of deliberative processes in this integration. The research process involved collaboration with teachers, students, curriculum specialists, and school administrators, all actively participating in curriculum deliberation. A design research approach was used with the primary focus on developing a framework for integrating digital citizenship into the curriculum. The study's findings underscored the value of integrating digital citizenship as it equips students for the digital era and fosters comprehensive development. It is recommended that digital citizenship be included in the Social Studies curriculum. Future studies should assess the effectiveness of this integration across various subject areas and educational settings. Maria Victoria Culminas-Colis, Wilma S Reyes. Journal of Research, Policy & Practice of Teachers & Teacher Education (JRPPTTE) 14 (2), 2024

Dioso & Medaña (2021) mentioned that Politics is defined to serves as a medium of utilization of provision for a decision, action and position, whereby “people act together through institutionalized procedures to resolve differences, to conciliate different interests and values, and to make public policies in the pursuit of common purposes.” Thus, politics is a pursuit of common interests wherein collective effort from the public, private sector and the government is needed to achieve common purposes.

Studies indicate growing disparities in youth civic knowledge and political efficacy based on socioeconomic status, parental educational attainment, and race. Most studies of youth political participation focus on the effect political efficacy and civic knowledge have on political participation. Few report on the effect political participation has on political efficacy and civic knowledge. This article describes an intervention that coupled civic literacy workshops with applied political participation to increase the civic knowledge and political efficacy of low-income, ethnically diverse high school students. Over three years, 47 high school students enrolled in Upward Bound participated in a six-hour civic literacy workshop. Upon conclusion of the workshop, students spent a day meeting with legislators and attending legislative hearings. Results indicate increases in political

efficacy and significant increases in civic knowledge among the youth after both the workshop and the visits with elected officials. *Journal of Community Engagement and Scholarship* 12 (2), 2022.

Synthesis

Based on the data and information gathered from different literature and studies both local and foreign, the researcher found some similarities and differences from the previous researchers to the present study.

The rapid growth of digital media has transformed educational practices and youth engagement in social and political discourse. This synthesis explores the intersection of digital media use in education, its impact on civic engagement, and the challenges it presents, based on recent studies

The integration of digital media into educational settings has proven beneficial in enhancing student engagement, particularly in social studies. According to Tiara Smith and Laura Fischer (2023), technology empowers educators to create more interactive and personalized lessons that resonate with today's tech-savvy students. Digital tools allow for a shift away from traditional teaching methods, enabling students to take a more active role in their learning process. A study cited by Smith and Fischer revealed that 65% of teachers use digital learning tools regularly, fostering increased student participation and promoting personalized learning. The increasing use of digital platforms in education not only supports the development of academic skills but also strengthens students' ability to engage with contemporary global and social issues.

Digital media also plays a critical role in fostering youth participation in social and political discussions. Contreras et al. (2023) found a direct correlation between digital media use and increased civic involvement, particularly among young people. When youths engage in online discussions around social and political issues, they are more likely to become active citizens.

Studies indicate that platforms such as Instagram, Twitter, and WhatsApp are particularly popular among teens for discussing political topics with peers (Kaskazi & Kitzie, 2021). These platforms have become essential tools for political communication, offering young people opportunities to share opinions, learn about events, and organize around causes.

In this context, Huang (2022) highlights how social media has emerged as a key source for political information, especially for younger users who increasingly rely on platforms as search engines to stay informed about current events. This shift towards using social media for political learning marks a significant change from traditional sources of information, such as television or newspapers, and underscores the role of digital media in shaping modern political awareness and engagement

However, the study by Felton et al. emphasized that equipping students with media literacy skills is an essential component of fostering informed and engaged citizens in the digital age. As young people turn to social media platforms for information and communication, they must also learn how to manage the complexities of online information, making media literacy education more important than ever.

The studies by Cabral (2016), Samamsinghe (2019), Nurfalah et al. (2023), and Yavuzalp et al. (2021) offer contrasting perspectives on the role of social media in students' academic lives, with Cabral (2016) finding no significant correlation between social media use and academic performance, Samamsinghe (2019) proposing a multidimensional model to understand its complex impact in higher education, Nurfalah et al. (2023) highlighting its positive influence on networking and career development despite unclear effects on GPA, and Yavuzalp et al. (2021) emphasizing the importance of media literacy to navigate the diverse and potentially distracting content, suggesting that social media's impact is not limited to academic performance but extends to broader personal and professional development.

The studies by Cabral (2016), Samamsinghe (2019), Nurfalah et al. (2023), and Yavuzalp et al. (2021) highlight the widespread use of social media among students, they offer differing views on its impact. Cabral found no significant link between social media habits and academic performance, suggesting a neutral effect, whereas

Samamsinghe proposed a more complex, theoretical framework to better understand its influence in higher education. Nurfalah et al. emphasized social media's positive role in networking, career development, and academic research, even if its direct effect on GPA remains unclear. Yavuzalp et al. focused on the need for media literacy to manage the benefits and distractions of social media. Together, these studies illustrate that social media's influence on students is multifaceted, extending beyond academics to personal, social, and professional growth, with its overall impact shaped by factors like usage patterns and critical engagement.

Tiara Smith and Laura Fischer (2023) emphasize the positive role of digital media in enhancing student engagement, especially in social studies, by offering interactive and dynamic learning experiences such as virtual field trips and multimedia presentations. This integration fosters civic engagement by equipping students with critical thinking and media literacy skills, making them more informed and active participants in societal issues (Renfrow, 2024).

However, other studies, such as Muhammad Younas et al. (2022), reveal the downside of excessive social media use, noting that students who engage with social media daily tend to show lower academic performance compared to those who limit their use to weekends. Wang, Chen, and Liang (2014) recognize the dual nature of social media, acknowledging both its positive aspects—such as developing social skills and expanding knowledge—and its potential negative impacts on students' focus and academic performance. Ultimately, while digital media can be a powerful tool for enhancing engagement and fostering civic participation, its effects on academic performance are mixed, depending on usage patterns and the balance between productive engagement and distraction.

Muhammad Younas et al. (2022) found that students who used social media throughout the week performed worse academically than those who used it only on weekends, implying that frequent social media use may detract from academic focus and performance. Wang, Chen, and Liang (2014) also acknowledged the negative image of social media, recognizing that while social media can be a valuable tool for developing social skills and knowledge, it can also lead to detrimental effects on academic performance when overused, as it often becomes a distraction.

Among the studies reviewed, the research by Muhammad Younas et al. (2022) and Wang, Chen, and Liang (2014) both highlight similar findings regarding the potential negative impact of excessive social media use on academic performance, suggesting a relationship between high social media engagement and lower academic achievement.

Both studies indicate a common concern about the time students spend on social media, linking higher usage to lower academic performance. These findings contrast with the studies by Tiara Smith and Laura Fischer (2023) and Pam Renfrow (2024), which emphasize the positive aspects of digital media in enhancing civic engagement and learning, particularly when used strategically in educational settings.

Al Hjoujj (2023) and Yigit & Çolak (2014) Both focus on the teacher's background (academic qualifications and personal history) as influencing their ability to instill civic values in students. While Al_Hjoujj (2023) looks specifically at teachers' qualifications and experience in Jordan, Yigit & Çolak (2014) examine how pre-service teachers' familial educational backgrounds influence their democratic attitudes. Both studies highlight how personal and educational backgrounds affect teaching practices related to civic education.

Sinaga et al. (2024) and Bala (2014) Both emphasize pedagogical approaches to promoting civic engagement. Sinaga et al. (2024) focus on interactive learning and community-based projects to foster civic values, while Bala (2014) discusses the broader scope of civic engagement as the ability to acquire and process information, formulate views, and take action within society. They both explore how teaching methods can help students engage with civic life and responsibilities.

The study by Estellés et al. (2021) and Magill et al. (2020) Both explore how personal ideologies and political worldviews of teachers influence their approach to teaching civic education. Estellés et al. (2021) focus on how teachers' political beliefs shape classroom practices and the implementation of citizenship education, while Magill et al. (2020) examine how teachers' personal activism and civic ideologies influence their willingness to

engage students in civic activities outside the classroom. Both studies look at the influence of teachers' political views on their civic education practices.

However, Groenendijk (2014) study is somewhat different from the others, because it focuses specifically on voting rights and their importance in the democratic process, particularly in terms of political participation. While the other studies discuss teachers' roles in promoting civic values, Groenendijk (2014) emphasizes the legal and political rights of citizens, particularly regarding voting, which is a specific aspect of civic engagement that doesn't focus as much on the teaching context.

While there are some overlaps in how certain studies examine teachers' roles in promoting civic values, the studies differ primarily in their focus on backgrounds (personal, academic, political) versus teaching methods and pedagogical strategies. Groenendijk (2014) stands apart as it focuses on voting rights as a key component of civic engagement, which is a more political/legal concept than the educational focus of the other studies.

The studies by Niaz et al. (2024), Yanti (2024), and Kendall Breitman (2024) share similarities in focusing on the positive impact of video-based learning (VBL) on student engagement, knowledge retention, and learning outcomes, with all demonstrating that video content enhances understanding and skill development in subjects like biology, history, and science. They also highlight the integration of multimedia elements (e.g., text, voice, sound, and animation) to boost engagement and make learning more effective. However, the studies differ in their specific areas of focus: Niaz et al. (2024) and Yanti (2024) are subject-specific, examining biology and history education, while Kendall Breitman (2024) and Immanuel Vinikas (2024) emphasize the general benefits of video for retention and engagement. Adam Gismondi (2015) stands apart, as it explores the role of social media in promoting civic engagement, rather than focusing on traditional video-based learning in academic settings. In addition, Ali M Alelaimat et al. (2020) shifts the focus to pre-service teacher perceptions of technology integration in classrooms, offering a different perspective compared to studies that focus primarily on student experiences with videos.

Most studies focus on the effectiveness of video-based learning to improve student engagement, retention, and learning outcomes in various subjects, such as biology, history, and science.

A few, like Adam Gismondi (2015), shift the focus to the role of social media and digital technologies in promoting civic engagement, while Ali M Alelaimat et al. (2020) focus on teacher education and the integration of technology into teaching practices.

The studies by Kalyan & Lakshmikantha (2016), Shiv Gupta (2024), Bea Claire W. Antiporda (2021), and Astodello (2016) are similar in cautioning against excessive social media use and its negative impact on academic performance, while Jamal Abdul Nasir Ansari & Nawab Ali Khan (2020), Agus Purwanto et al. (2023), and The International Journal of Indian Psychology (2019) emphasize the positive effects of social media in enhancing student engagement, collaboration, and learning.

The study by Bernard John Kolan (2018) stands apart as it focuses on the impact of social media on different personality types (extraversion vs. introversion) and academic performance across gender and education levels, which is not addressed by the other studies.

While many studies emphasize the negative effects of excessive social media use on academic performance and stress the importance of moderation, others highlight its positive potential for enhancing student engagement, collaboration, and learning. Studies like those by Kalyan & Lakshmikantha (2016) and Shiv Gupta (2024) focus on the risks, whereas research by Jamal Abdul Nasir Ansari & Nawab Ali Khan (2020) and Agus Purwanto et al. (2023) points to the educational benefits. Additionally, Bernard John Kolan (2018) presents a unique angle by investigating how personality traits influence the impact of social media on academic performance, which distinguishes it from the other studies.

The studies by Jonathan Birdwell et al. (2014) and Maria Victoria Culminas-Colis & Wilma S. Reyes (2024) are aligned in promoting active citizenship through education, with a focus on service learning and digital citizenship

integration. Just as, the study by Loyd P. Alcasid et al. (2016) and Dioso & Medaña (2021) both address youth political engagement but approach it from different angles—Alcasid et al. (2016) explore social media's role in political participation, while Dioso & Medaña (2021) focus on enhancing civic knowledge and political efficacy through workshops. Overall, these studies highlight the significant role of education and technology in fostering civic awareness and political engagement among youth.

RESEARCH METHODOLOGY AND PROCEDURES

This chapter provides a comprehensive outline of the research methodology to be employed in the study. It encompasses the research design, including the rationale for its selection, the study population, and the research instruments used for data collection. Additionally, the chapter elaborates on the process of instrument development, with particular attention given to the procedures employed to ensure the validity and reliability of the instruments. The data collection procedures are also thoroughly described, outlining the steps taken to gather relevant data, and also the chapter discusses the appropriate statistical techniques and methods of data analysis that will be used to interpret the results of the study.

Research Design

This study employed a descriptive research design to investigate significant differences among two or more variables. In this design, it reveals the significant relationship of the variables. In essence, descriptive reviews provide valuable insights, they may also face limitations, such as potential biases in study selection and interpretation. (Vosgerau & Romanowski, 2014). Each study included in descriptive review is regarded as the unit of analysis, with the published literature serving as the data source from which the authors seek to identify discernible patterns or draw comprehensive conclusions regarding the validity and merits of existing conceptualizations, propositions, methodologies, or empirical findings.

This study was tested the hypothesis to anticipate the relationship between the integration of digital media and civic engagement of the social studies teachers

Respondents of the Study

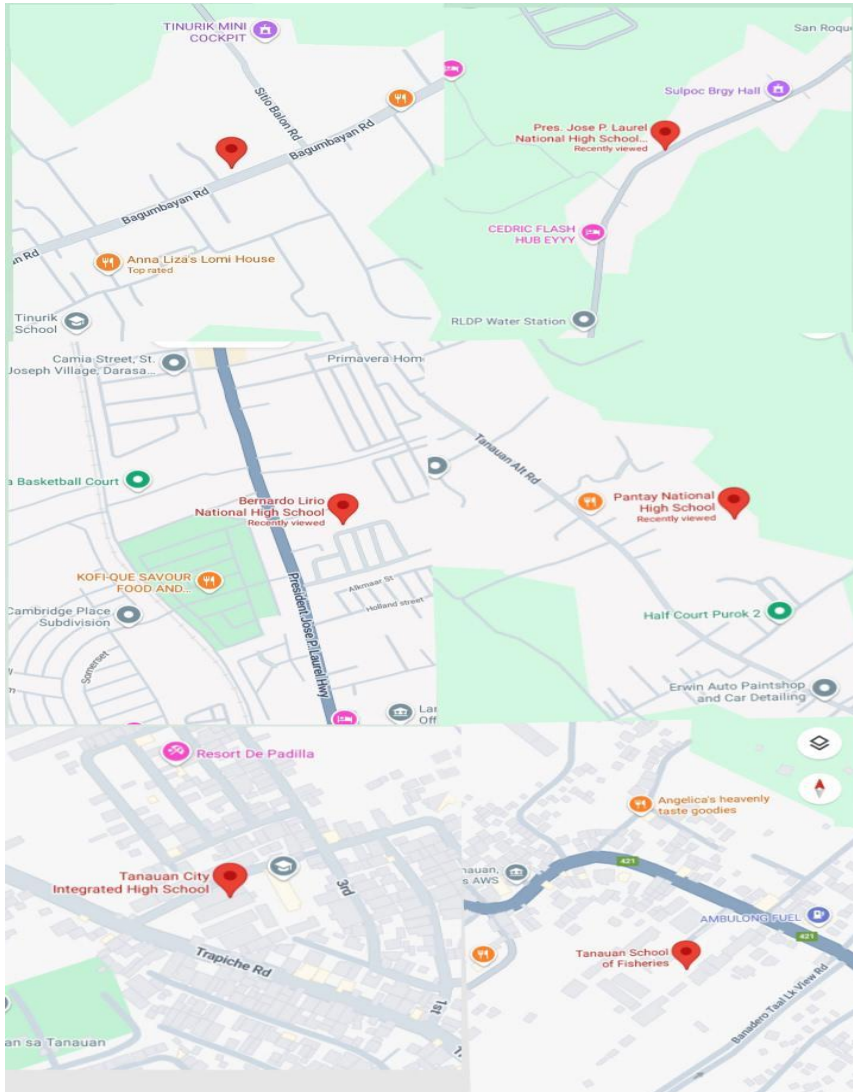
The respondents of the study are the social studies teachers from the selected school in the Division of Tanauan for the 2024-2025 school year. One of the vital processes to keep this study successful, all of these participants will be selected through purposive sampling for their direct involvement in integrating digital media into social studies teaching, which is central to our research. The researchers selected the respondents and the school, based on their relevance and suitability for the study.

Table 1. Respondents of the study

SELECTED SCHOOL	NUMBER OF SOCIAL STUDIES TEACHERS
Tanauan School of Fisheries	7
Pres. Jose P. Laurel, National High School	2
Bernardo Lirio National High School	11
Tinurik National High School	7
Tanauan City High	12
Pantay National High School	2
TOTAL	41

Locale of the Study

This study was conducted in selected Schools in Tanauan City Division. Located in Tanauan City Batangas.



Sampling Technique

The population of Social Studies Teachers of Tanauan City Division used as respondents. The aim of the study is to determine The Integration of Digital Media in Social Studies Teaching and Its Role in Enhancing the Students Level of Civic Engagement

In choosing the respondents, probability sampling used a purposive sampling technique using Cochran formula. It is used in surveys to identify the right number of participants/samples. This sample size is determined by the number of populations available. (Bak-Zabala, 2023). The researchers apply the sampling procedure, based on the respondents relevance and suitability for the study.

Research Instrument

The survey-questionnaire and checklist was used as the main data-gathering instrument. The instrument to be prepared focused on answering the statement of the problem. The integration of digital media in social studies teaching and its role in enhancing the students level of civic engagement

The questionnaire contains forty-two (42) questions. The questionnaires were distributed to the respondent.

Part one (1) contains a checklist of questions related to the use of digital media by teachers in teaching social studies. Part two (2) contains another check-list that seeks what is the level of civic engagement of the social

studies teachers. The data gathering instrument is structured as a scale ranging from 1-4. Where (1) Never, (2) Seldom, (3) is sometimes and the last one is (4) Always. This legend helps the researchers to analyze the result of conducting data-gathering.

Validity of the Questionnaire

The researcher prepares an updated draft of the questionnaire, which is submitted to the adviser for review and feedback.

The draft is thoroughly examined with respect to its objectives, structure, and content. It is anticipated that certain items would be revised to ensure alignment with the overall purpose of the instrument and to refine the final version accordingly.

The researchers consult three experts. Two specialists in the relevant field and one statistician to conduct a comprehensive validation of the questionnaire. This validation process involves a detailed review of the questionnaire's content, structure, and clarity to ensure the questions are both relevant and methodologically sound. Following expert feedback, the researchers revise the questionnaire to enhance its precision and reliability. The final version was meticulously designed to capture a wide range of respondent perspectives, ensuring the survey effectively meets its research

The purpose of the study is to examine the integration of digital media in social studies teaching and its role in enhancing the students' level of civic engagement.

After establishing the validity and reliability of the research instrument and approval of the thesis proposal by the pre-dissertation participants, the researcher sends a letter to the school principal/teachers asking them to forward the research questionnaires to the respondents.

The respondents are given ample time to carefully complete the questionnaire, which is administered directly by the researchers. Upon collection, the researchers systematically review, tally, and organize the responses to ensure the data is accurately recorded and prepared for thorough analysis.

Reliability Test

The reliability of the research instrument was established to ensure consistency and accuracy in measuring the intended variables. Reliability testing was conducted to assess the internal consistency of the survey questionnaire, which is critical for verifying the dependability of the data collected. This process involved calculating Cronbach's Alpha for each sub-scale to determine their level of reliability.

Table 1. Level of Internal Consistency of the Survey Questionnaire

Digital Media	No. of items	Reliability Coefficient	Description/Interpretation
Video-Based Learning	7	.767	Accepted
Interactive Simulation	7	.741	Accepted
Social Media	7	.846	Good
Civic Engagement			
Volunteering	7	.811	Good
Participation in Political activities	7	.833	Good
Community Involvement	7	.861	Good

Statistical Treatment of The Data

For meaningful interpretation of data, the following statistical treatment will be applied: The following are the statistical treatments to be used in the study.

- 1.) **Mean.** This will be applied to determine the responses of the students.
- 2.) **Standard Deviation.** This will be used to calculate the dispersion of all respondent replies in the indicators given in the variables from the mean.
- 3.) **Pearson's Correlation Coefficient.** It will be used to know the strength and direction of the relationship between the two.

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This chapter covers the presentation, analysis and interpretation of the quantitative data gathered in the investigation. The discussions of the findings are patterned in a manner that coincides with the organization of the problems posed in the study.

1. Digital Media

This part of the study determined how often does Social Study teachers use Digital Media in teaching Social Studies in terms of Video-Based Learning (VBL), Interactive Simulation, social media. These are found on the succeeding tables.

1.1 Respondents use of Digital Media in teaching Social Studies in terms of Video-Based Learning

Table 3 presents how often the Social Study teachers use Digital Media in teaching Social Studies in terms of video-based learning. The gathered data were interpreted using mean and composite mean.

Table 3. Respondents' use of Digital Media in teaching Social Studies in terms of Video-Based Learning

Item Statements	Mean	Verbal Interpretation
1.I find that video-based learning significantly increases student engagement in my social studies classes.	3.59	Always
2. Incorporating videos allows me to present complex historical narratives in an accessible way.	3.54	Always
3.Using documentary videos in lessons makes the subject matter feel more relevant to my students.	3.71	Always
4. I often use video clips to introduce new topics, capturing students' interest right away.	3.34	Always
5. I find that students retain information better when they engage with visual content	3.41	Always
6. I can use videos to illustrate geographical concepts that are difficult to explain through text alone.	3.51	Always
7. Video-based learning helps my teaching in social studies alive.	3.51	Always
Composite mean	3.52	Always

Legend: 3.51-4.00- Always, 2.51-3.50- Sometimes 1.51-2.50-Seldom, 1.00-1.50-Never

Table 3 shows that the respondents' use of digital media in teaching in terms of engagement, complex narratives, documentary videos, video clips, visual content, geographical concepts. Collaboration. with a composite mean of 3.52 and interpreted as "Always"

Video-Based Learning (VBL) plays a crucial role in the integration of digital media into social studies education, enhancing teaching methodologies and student engagement. Its ability to provide dynamic content allows for a more interactive learning environment. (Meghan Manfra. 2024).

1.2 Respondents' use of Digital Media in teaching Social Studies in terms of Interactive Simulation

Table 4 presents how often the Social Study teachers use Digital Media in teaching Social Studies in terms of interactive simulation. The gathered data were interpreted using mean and composite mean.

Table 4. Respondents' use of Digital Media in teaching Social Studies in terms of Interactive Simulation

Item Statements	Mean	Verbal Interpretation
1. In order to keep my students interested, I use interactive simulations that let them act out historical events.	3.49	Always
2. I integrate virtual reality experiences into my lessons to facilitate students' comprehension of cultural contexts by transporting them to ancient civilizations.	3.29	Always
3. I encourage virtual interactions with students from other nations through online platforms, which helps them develop a broader understanding of global issues.	3.24	Sometimes
4. I use interactive timelines in my classroom to let students examine historical events and how they relate to one another.	3.41	Always
5. I incorporate virtual museum tours that let students analyze artifacts from different cultures.	3.00	Sometimes
6. Students participate in role-playing debates to better understand different perspectives on historical issues."	3.56	Always
7. I facilitate interactive storytelling sessions where students reenact key events in world history	3.41	Always
Composite mean	3.34	Always

Legend: 3.51-4.00- Always, 2.51-3.50- Sometimes 1.51-2.50-Seldom, 1.00-1.50-Never

Table 4 shows that the respondents' use of digital media in teaching in terms of interest, Virtual reality, global issues, timelines, virtual museum, role playing, and storytelling, with a composite mean of 3. 34 and interpreted as "Always"

Interactive simulation is a powerful educational tool that significantly enhances the teaching of social studies. By providing immersive experiences, simulations allow students to engage with complex social concepts dynamically and experientially. Mike Harman. (2024)

1.3 Respondents' use of Digital Media in teaching Social Studies in terms of social media.

Table 5 presents how often the Social Study teachers use Digital Media in teaching Social Studies in terms of social media. The gathered data were interpreted using mean and composite mean.

Table 5. Respondents' use of Digital Media in teaching Social Studies in terms of social media

Item Statements	Mean	Verbal Interpretation
1. I use social media to share relevant news articles with my students to enhance our lessons.	3.32	Always
2. I assign students to create infographics on social issues and share them on social media.	3.00	Sometimes
3. I encourage students to attend webinars or live streams about current social issues.	3.15	Sometimes
4. I encourage students to share their reflections on social media after field trips or events.	3.20	Sometimes
5. I highlight student projects on our school's social media to celebrate their achievements	3.34	Always
6. I use social media to share interactive maps and infographics that enhance our geographical studies.	3.07	Sometimes
7. I share articles on social media that analyze the impact of social movements on history	3.32	Always
Composite mean	3.20	Sometimes

Legend: 3.51-4.00- Always, 2.51-3.50- Sometimes 1.51-2.50-Seldom, 1.00-1.50-Never

Table 5 shows that the respondents' use of digital media in teaching in terms of articles, infographics, webinars, field trip, students project, interactive maps, history. with a composite mean of 3.20 and interpreted as "sometimes". The highest-rated indicator, "*I highlight student projects on our school's social media to celebrate their achievements*" (*Mean = 3.34*). The low-rated indicator, "I use social media to share interactive maps and infographics that enhance our geographical studies." (*Mean=3.07*) interpreted as "sometimes"

The use of social media in teaching social studies has emerged as a powerful tool that enhances educational methodologies and student engagement. It allows educators to connect with their students in new and innovative ways, fostering a more interactive and collaborative learning environment. Eisha Mirza (2024)

2. Civic Engagement

This part of the study determined the level of Civic Engagement of the teachers in terms of Volunteering, Participation in Political activities, and Community Involvement. These are found on the succeeding tables.

2.1 Respondents' Level of Civic Engagement in terms of Volunteering

Table 6 presents the social study teacher's level of civic engagement in terms of Volunteering. The gathered data were interpreted using mean and composite mean

Table 6. Respondents' level of civic engagement in terms of volunteering

Item Statements	Mean	Verbal Interpretation
1. I am actively involved in tutoring programs, assisting younger students with their studies	3.32	Strongly Agree
2. I engage in mentoring programs, guiding peers and younger students in their academic pursuits.	3.37	Strongly Agree

3. I actively participate in organizing school-wide service days for students and staff	3.24	Agree
4. I volunteer to lead after-school programs that engage students in community service projects	3.15	Agree
5. I regularly coordinate with local charities to create meaningful volunteer experiences for my students.	3.00	Agree
6. I encourage students to engage in volunteering by integrating servicelearning projects into the curriculum	3.29	Strongly Agree
7. I volunteer to facilitate workshops that educate students on the importance of civic engagement.	3.10	Agree
Composite mean	3.21	Agree

Legend: 3.51-4.00- - Strongly Agree,2.51-3.50-Agree, 1.51-2.50--Disagree, 1.00-1.50-Strongly Disagree

Table 6 shows that the respondents' level of civic engagement in terms of tutoring, mentoring, organizing, community service, learning projects, work shop, with a composite mean of 3.21 and interpreted as "Agree." The highest-rated indicator, "*I engage in mentoring programs, guiding peers and younger students in their academic pursuits. (Mean =3.37)*". The low-rated indicator, "I regularly coordinate with local charities to create meaningful volunteer experiences for my students." (*Mean=3.00*) interpreted as "agree"

Volunteering serves as a means of strengthening community bonds among individuals. By engaging in volunteer activities, participants often interact with others from diverse backgrounds, which enhances social cohesion and fosters understanding. Eli Samuels (2023).

2.2 Respondents' Level of Civic Engagement in terms of Participation in Political Activities

Table 7 presents the Social Study Teachers level of civic engagement in terms of Political Activities. The gathered data were interpreted using mean and composite mean.

Table 7. Respondents' level of civic engagement in terms of Participation in Political Activities

Item Statements	Mean	Verbal Interpretation
1. I actively engage in advocacy groups to promote political issues that matter to me.	3.20	Agree
2. I participate in political discussions with my peers.	3.17	Agree
3. I volunteer for political campaigns or organizations.	2.54	Agree
4. I stay informed about current political events and issues.	3.56	Strongly Agree
5. I have registered to vote in local or national elections.	3.76	Strongly Agree
6. I engage in social media discussions about political topics.	2.98	Agree
7. I participate in community service projects that address political or social issues.	3.05	Agree
Composite mean	3.18	Agree

Table 7. shows that the respondents' level of civic engagement in terms of advocacy groups, political discussions, campaigns, issues, national elections, social media, and community service, with a composite mean of 3.18 and interpreted as "Agree"

Political activity signifies a core element of democratic engagement. When citizens are politically active, they contribute to the functioning of democracy by voting, campaigning, or advocating for issues important to them. Huyser, K. R., Sanchez, G. R., & Vargas, E. D. (2016)

2.3 Respondents' level of civic engagement in terms of community involvement

Table 8 presents the Social Study Teachers level of civic engagement in terms of community involvement. The gathered data were interpreted using mean and composite mean.

Table 8. Respondents' Level of Civic Engagement in terms of Community Involvement

Item Statements	Mean	Verbal Interpretation
1.I participate in local community service projects to support families in need	3.32	Strongly Agree
2. Irregularly collaborate with local organizations to provide educational resources and workshop for the community	3.20	Agree
3. I volunteer my time to mentor students outside of school, helping them develop essential life skills	3.10	Agree
4. I advocate for educational policy changes, by attending local school board meetings and voicing concerns	3.22	Agree
5. I work with fellow educators to develop community-based projects that address social issues affecting our students	3.34	Strongly Agree
6. I mentor new teachers in building their own connections with the community to enhance their effectiveness	3.20	Agree
7 I lead student groups in community clean-up efforts to promote environmental stewardship.	3.41	Strongly Agree
Composite mean	3.25	Agree

Table 8 shows that the respondents' level of civic engagement in terms of local community, workshop, mentor, board meetings, social issues, effectiveness, and community clean up, with a composite mean of 3.25 interpreted as "Agree."

Community involvement is fundamental to enhancing levels of civic engagement, as it fosters a sense of belonging and responsibility among individuals within society. Engaged communities are more likely to address local issues and promote democratic values through participation. National Civic League (2019)

3. Relationship of Responses on Digital Media and Civic Engagement

Table 9 presents the relationship of Responses on Digital Media and Civic Engagement of Social Study teachers

Table 9. Relationship of Responses on Digital Media and Civic Engagement

Digital Media	r	p-value	Interpretation
Civic Engagement	0.58	<0.001	High Positive Correlation
Legend: Significant at p-value < 0.03			

The results presented in Table 9 indicate a significant positive relationship between digital media usage and civic engagement. The correlation coefficient of 0.58 suggests a moderate to strong positive association, meaning that as individuals engage more with digital media, they are also likely to be more involved in civic activities. The p-value of less than 0.001 confirms that this relationship is statistically significant, meaning the observed correlation is not due to random chance. Therefore, we can conclude that increased interaction with digital media is associated with higher levels of civic engagement.

The result of the Spearman correlation showed that there was a high, positive correlation between Digital Media and Civic Engagement. The correlation between digital Media and Civic Engagement was statistically significant, $r(39) = 0.58$, $p < .001$.

SUMMARY OF FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

This chapter presents the summary of findings, conclusion, and corresponding recommendations based on the result of the study.

Summary

This study focused on the Integration of Digital media and Level of Civic Engagement of Social Studies Teachers. It involved the participation of 41 Social Studies Teachers in selected school of Tanauan City Division.

The study was a descriptive correlational design, and the Integration of Digital Media Scale and Level of Civic Engagement Scale were the main instruments for gathering data. Mean and Pearson Product Moment Correlation Coefficient was used in the statistical analysis of data.

Summary of Findings

The salient findings of the study are summarized as follows:

1. The data gathered as teachers-respondents perceived that, the use of digital media by teachers in teaching social studies greatly benefits them. Video-based learning, social media, and interactive simulations significantly increase student engagement, help present complex topics more effectively, and make teaching more dynamic and engaging.
2. The teachers perceived that civic engagement manifested in, volunteering, participation in political activities and Community Involvement.
3. The result of the Spearman correlation showed that there was a high, positive correlation between Digital Media and Civic Engagement. The correlation between Digital Media and Civic Engagement was statistically significant as evidenced by video-based learning, interactive simulation, social media, volunteering, participation in political activities and Community Involvement.

Conclusion

The findings gathered in the study led to the formulation of the conclusion that the hypothesis being tested states that there is a significant relationship between the Integration of Digital Media and Civic Engagement.

Recommendations

In light of the findings and conclusion of the study, the following recommendations are offered:

1. Students should develop their critical thinking abilities to assess the credibility of online information, especially when it pertains to political or social issues. While digital media offers numerous opportunities for engagement, students should also participate in offline civic activities such as community service, volunteering, and attending town halls to strengthen their connections to local communities.

2. Teachers should guide students on how to engage safely online, focusing on the ethical use of social media, protecting personal information, and understanding the implications of online actions on public life. Teacher should integrate digital media literacy into their lessons, helping students understand the power of digital platforms for social and political participation. Educating students on how to use social media for positive change can increase their civic involvement.
3. Parents should educate their children on how to discern fact from misinformation online. Teaching them how to critically evaluate sources will help them become informed and responsible digital citizens. Parents can model responsible online engagement by practicing respectful communication, ethical use of social media, and participating in online discussions that promote civic values, thus setting an example for their children.
4. Future research could explore how social media algorithms affect the level of civic engagement, particularly focusing on how information is filtered and its potential influence on users' views and participation. Future studies could explore the specific ways in which digital media impacts different forms of civic engagement, such as voting behavior, community activism, or participation in protests, to identify the most effective strategies for mobilizing individuals online.
5. Policymakers should fund and support continuous professional development for teachers on how to use digital tools for civic education. Teachers should be equipped to guide students in exploring digital media as a means of engaging in social and political issues. Developed platforms that facilitate collaboration among schools, students, and local communities. These platforms can be used for students to learn about civic engagement, exchange ideas, and participate in local or global initiatives.
6. Community organizations should collaborate with schools and universities to create programs that foster youth engagement in local and global issues. This could include internships, service-learning projects, or digital campaigns that allow students to contribute to their communities through digital platforms. Organized hybrid (online and offline) events such as town hall meetings, community forums, or virtual workshops. This will allow individuals to engage in civic activities even if they cannot attend in person, making civic participation more accessible to a wider audience.

RECOMMENDATION

This research is entitled The Integration of Digital Media in Social Studies Teaching and Its Role in Enhancing the Students Level of Civic Engagement which was prepared and submitted by the researchers who are Gemmalyn E. Gasga

And Princess Mariell D. Montiveros as part of the requirements for the Bachelor of Secondary Education Major in Social Studies, is recommended to be accepted for approval by the board

NELIA P. MANANGUIT, Ed.

Dean of Studies

ATTY. ANNA CONSUELO V. COLLANTES

Chief Operating Officer

Critic Evaluator

APPROVAL SHEET

This research paper entitled **"The Integration of Digital Media in Social Studies Teaching and Its Role in Enhancing the Students Level of Civic Engagement"** prepared and Submitted by Gemmalyn E. Gasga and Princess Mariell D. Montiveros, in partial fulfillment of the requirements for the degree **Bachelor of Secondary Education** is hereby recommended for approval and acceptance.

Bel Patrice Tisuela

Adviser

Approved in partial fulfillment of the requirements for the degree **Bachelor of Secondary Education** by the Oral Examination Committee with a grade of ____%

PANEL OF EXAMINERS

NELIA MANANGUIT

Chairman

Mrs. Leoncia Lopez

Member

Mr. Mark Andrew S. Rimas, MBA

Member

Date of Oral Examination: December 17, 2024

Accepted in partial fulfillment of the requirements for the degree **Bachelor of Secondary Education Major in Social Studies**.

Nelia Mananguit

Dean, College teacher Education

ACKNOWLEDGEMENT

The researchers would like to extend their profound gratitude to the following people for their significant contribution to this study's accomplishments.

We are incredibly grateful to our **All-Powerful God** for providing us with the fortitude and knowledge needed to complete this research successfully. For all the blessings bestowed upon our family and ourselves. All of the achievements are a result of your unwavering love and guidance.

To **Hon. Mayor Nelson "Sonny" P. Collantes** the Chairman Emeritus of Tanauan Institute and **Hon. Congresswomen Ma. Theresa "Maitet" V. Collantes** the 3rd District of Batangas, for given the opportunity to receive a scholarship from the Collantes family.

To the **Dean of Studies Dr. Nelia Mananguit** who always give support and guide the students. We are so grateful to have a wonderful Head teacher, again we are giving our warmest gratitude on you.

To their thesis adviser, **Ma'am Bel Patrice Tisuela**, we wanted to express our heartfelt gratitude for your tremendous advice, constant support, and commitment during the whole thesis process. Our academic experience has been enhanced by your mentorship, which has also influenced our comprehension and enthusiasm for the subject.

We sincerely appreciate your dedication to our success and the invaluable support and wisdom you have provided. We appreciate you being such a great mentor and teacher.

To their validators, **Ma'am Nicca Angela Piamonte**, **Sir Mark Andrew Rimas** and **Ma'am Mika Dimapilis**, for assisting us in validating every aspect of our research, including the problem statement, title, and questionnaires, in order to produce better results.

To their **Librarian**, who has the responsibility of taking care the books in our school that helped us to have some information from the books that we can use in our research paper.

To **Thesis Grammarian**, who have demonstrated a willingness to take the time to correct incorrect use of words, sentences, and punctuation within their studies.

And lastly, they would like to express our gratitude to our dear parents, **Angelina E. Gasga, Jimmy E. Gasga, Ritchell Z. Dela Vega**, for their unwavering support and unceasing encouragement during the course of our research and thesis writing. They were the reason this achievement was possible.

The Researchers,

Gasga Gemmalyn E.

Montiveros Princess Mariell D.

DEDICATION

The researchers dedicate this hard work to our **Almighty God**, in awe of your endless blessings unwavering strength and guiding light we humbly offer their gratitude. Your grace has empowered us to achieve milestones beyond our imagination. With hearts full of thankfulness, we dedicate our accomplishments to your divine guidance. They would also like to affectionately dedicated this study to their **parents, brothers, sisters, mentors, and acquaintances** for their prayers, support and encouragement

BIBLIOGRAPHY

2. Alcasid, L. P., Villacampa, I. B., & Awa, A. L. (2016). Student Participation in Social Media on Political Issues Concerning Candidates in 2016 Philippine Presidential Election. *Journal of Multidisciplinary Studies*, 5(2), 54-73.
3. Alelaimat, A. M., Ihmeideh, F. M., & Alkhawaldeh, M. F. (2020). Preparing preservice teachers for technology and digital media integration: Implications for early childhood teacher education programs. *International Journal of Early Childhood*, 52(3), 299-317.
4. Ansari, J. A. N., & Khan, N. A. (2020). Exploring the role of social media in collaborative learning the new domain of learning. *Smart Learning Environments*, 7(1), 9.
5. Azor, R. O., Asogwa, U. D., Ogwu, E. N., & Apeh, A. A. (2020). YouTube audio-visual documentaries: Effect on Nigeria students' achievement and interest in history curriculum. *The Journal of Educational Research*, 113(5), 317-326
6. Bamiro, N. B. (2024). From Classroom to Society: Exploring the Role of Economic Literacy on Public Pedagogy. *Asian Journal of Assessment in Teaching and Learning*, 14(2), 41-58.
7. Birdwell, J., Scott, R., & Horley, E. (2013). Active citizenship, education and service learning. *Education, Citizenship and Social Justice*, 8(2), 185-199.
8. Brush, T., & Saye, J. (2009). Strategies for preparing preservice social studies teachers to effectively integrate technology: Models and practices. *Contemporary issues in technology and teacher education*, 9(1), 46-59.
9. Canuto, A. T. (2022). Social Studies for Democracy: Cultivating Communities of Inquiry for Filipino Students as Deliberative Citizens. *International Journal of Progressive Education*, 18(3), 1-11.
10. Chapman, A. L. (2023). Social media for civic education: engaging youth for democracy.
11. Contreras, C., Rivas, J., Franco, R., Gómez-Plata, M., & Luengo-Kanacri, B. P. (2023). Digital media use on school civic engagement: A parallel mediation model. <https://doi.org/10.3916/c75-2023-07>
12. DANGANAN, C. G. (2024). An Investigation on the Remarkable Practices of Social Science Educators in A State University: Training Inputs for Social Science Educators. *International Journal*, 5(10), 3657-3670.
13. Felton, M., Middaugh, E., & Fan, H. (2023). Civic action on social media: fostering digital media literacy and epistemic cognition in the classroom. *International Journal of Social Pedagogy*. <https://doi.org/10.14324/111.444.ijsp.2023.v12.x.010>
14. Giannakos, M. N. (2013). Exploring the video-based learning research: A review of the literature. *British Journal of Educational Technology*, 44(6), E191-E195.
15. Gismondi, A. (2015). # Civic Engagement: An exploratory study of social media use and civic engagement among undergraduates (Doctoral dissertation, Boston College).
16. Greenhow, C., & Askari, E. (2017). Learning and teaching with social network sites: A decade of research in K-12 related education. *Education and information technologies*, 22, 623-645.

17. Halpern, D., & Lee, S. K. (2011). Civic participation and social media: Are they bowling together? In APSA 2011 Annual Meeting Paper.
18. Hermosa, J. (2021). Political awareness and involvement of college of arts and sciences students of Laguna State Polytechnic University. Available at SSRN 4214186.
19. Ibardeola, K. B., Badillo, L. T., Macatangay, J. M. H., Cruz, K. R. D., & Malabanan, M. P. (2022). Students' Exposure to Social Media and Their Radical Involvement on the Societal Issues in the Philippines. *International Review of Social Sciences Research*, 2(1), 47-60.
20. Jimenez, J. V., & Albela, E. J. A. (2024). Teaching History with Technology and its Challenges in the Context of the Current System of Philippine Education.
21. Kenna, J. L., & Hensley, M. A. (2019). Utilizing social media to promote civic engagement in the social studies classroom. *The Social Studies*, 110(2), 86-94.
22. Laparra, V., Pérez-Suay, A., Piles, M., Muñoz-Marí, J., Amorós-López, J., Fernandez-Moran, R., ... & Adsua, J. E. (2023). Assessing the impact of using short videos for teaching at higher education: Empirical evidence from log-files in a learning management system. *IEEE Revista Iberoamericana de Tecnologías del Aprendizaje*, 18(3), 233-238.
23. Lusher, T. (2024). Teaching in the Digital Age: Exploring the Integration of Educational Technology in Social Studies Classrooms.
24. Manca, S., & Ranieri, M. (2016). Facebook and the others. Potentials and obstacles of social media for teaching in higher education. *Computers & education*, 95, 216-230.
25. Meghan Manfra. (2020). Integrating Media Literacy in Social Studies Teacher Education – CITE Journal. [citejournal.org. https://citejournal.org/volume-20/issue-1-20/social-studies/integrating-media-literacy-in-social-studies-teacher-education](https://citejournal.org/volume-20/issue-1-20/social-studies/integrating-media-literacy-in-social-studies-teacher-education)
26. Michele Luck. (2022). Fun Virtual Field Trips in the Social Studies Classroom - A Lesson Plan for Teachers. A Lesson Plan for Teachers. <https://alessonplanforteachers.com/fun-virtual-field-trips-in-the-social-studies-classroom/>
27. Nadeak, B., & Naibaho, L. (2020). VIDEO-BASED LEARNING ON IMPROVING STUDENTS'LEARNING OUTPUT. *PalArch's Journal of Archaeology of Egypt/Egyptology*, 17(2), 44-54.
28. Narido, R. A., Agustin, D. C., Tan, K. C., & Alibudbud, R. (2022). Sociodemographic characteristics, social media use, political agenda, filipino values, and social media interaction as determinants of election participation among young adult filipinos. *Social Sciences, Humanities and Education Journal (SHE Journal)*, 3(2), 185-199.
29. Padilla, Y. A., Hylton, M. E., & Sims, J. L. (2022). Promoting civic knowledge and political efficacy among low-income youth through applied political participation. *Journal of Community Engagement and Scholarship*, 12(2).
30. Procentese, F., De Carlo, F., & Gatti, F. (2019). Civic engagement within the local community and sense of responsible togetherness. *TPM: Testing, Psychometrics, Methodology in Applied Psychology*, 26(4).
31. Purwanto, A., Fahmi, K., & Cahyono, Y. (2023). The benefits of using social media in the learning process of students in the digital literacy era and the education 4.0 era. *Journal of Information Systems and Management (JISMA)*, 2(2), 1-7.
32. Rubene, Z. (2018). Integration approaches of digital media in the teaching/learning process. In *Learning strategies and constructionism in modern education settings* (pp. 16-24). IGI Global.
33. Sablić, M., Miroslavljević, A., & Škugor, A. (2021). Video-based learning (VBL)—past, present and future: An overview of the research published from 2008 to 2019. *Technology, Knowledge and Learning*, 26(4), 1061-107
34. Schroeder, R. (2018). *Social Theory after the Internet: Media, Technology, and Globalization*. UCL Press. <https://doi.org/10.2307/j.ctt20krxdr>
35. Suryani, N. (2016). Utilization of digital media to improve the quality and attractiveness of the teaching of history. In *Proceeding of the International Conference on Teacher Training and Education* (Vol. 2, No. 1, pp. 131-144).
36. Tarman, B., Kilinc, E., & Aydin, H. (2019). Barriers to the effective use of technology integration in social studies education. *Contemporary Issues in Technology and Teacher Education*, 19(4), 736-753.

37. Theocharis, Y., Boulianne, S., Koc-Michalska, K., & Bimber, B. (2023). Platform affordances and political participation: how social media reshape political engagement. *West European Politics*, 46(4), 788-811.
38. Tiara Smith, Laura Fischer. (2023). Integrating Technology with Social Studies | Learning A-Z. Learning A-Z. <https://www.learninga-z.com/site/resources/breakroom-blog/integrating-technology-and-social-studies>
39. Victoria Culminas-Colis, M., & Reyes, W. S. (2024). Integrating digital citizenship in social studies. *Journal of Research, Policy & Practice of Teachers & Teacher Education (JRPPTTE)*, 14(2).
40. Wang, P., Tong, Y., Yang, C., & Chen, G. (2024). Supporting emergency remote teaching: A post-video learning approach. *Educational Technology & Society*, 27(2), 149–164. <https://www.jstor.org/stable/48766168>
41. Yildirim, S. (2018). The Effect of Educational Videos Used in History Education on Academic Success. *Journal of Education and e-Learning Research*, 5(3), 193-207.
42. Yousef, A. M. F., Chatti, M. A., & Schroeder, U. (2014). The state of video-based learning: A review and future perspectives. *International Journal on Advances in Life Sciences*, 6(3), 122-135.
43. Zhang, D., Zhou, L., Briggs, R. O., & Nunamaker Jr, J. F. (2006). Instructional video in e-learning: Assessing the impact of interactive video on learning effectiveness. *Information & management*, 43(1), 15-27.

APPENDIX

APPENDIX A

I. The use of digital media by teachers in teaching social studies.: Please indicate how often you engage in each activity by placing a check (✓) next to the number that best corresponds to your answer using the scale below:

4 – Always

3 - Sometimes

2 - Seldom

1 - Never

Video Based-learning (VBL) Video-based learning involves using video content to facilitate education and training.	4	3	2	1
1.I find that video-based learning significantly increases student engagement in my social studies classes.				
2. Incorporating videos allows me to present complex historical narratives in an accessible way.				
3.Using documentary videos in lessons makes the subject matter feel more relevant to my students.				
4. I often use video clips to introduce new topics, capturing students' interest right away.				
5. I find that students retain information better when they engage with visual content				
6. I can use videos to illustrate geographical concepts that are difficult to explain through text alone.				
7. Video-based learning helps my teaching in social studies alive.				

Interactive Simulation Interactive simulation refers to digital environments that mimic real-world scenarios, allowing users to engage in hands-on practice.	4	3	2	1
1. In order to keep my students interested, I use interactive simulations that let them act out historical events.				
2. I integrate virtual reality experiences into my lessons to facilitate students' comprehension of cultural contexts by transporting them to ancient civilizations.				
3. I encourage virtual interactions with students from other nations through online platforms, which helps them develop a broader understanding of global issues.				
4. I use interactive timelines in my classroom to let students examine historical events and how they relate to one another.				

5. I incorporate virtual museum tours that let students analyze artifacts from different cultures.				
6. Students participate in role-playing debates to better understand different perspectives on historical issues."				
7. I facilitate interactive storytelling sessions where students reenact key events in world history				

Social Media Social media consists of online platforms that allow users to create, share, and interact with content and each other.	4	3	2	1
1.I use social media to share relevant news articles with my students to enhance our lessons.				
2. I assign students to create infographics on social issues and share them on social media.				
3.I encourage students to attend webinars or live streams about current social issues.				
4. I encourage students to share their reflections on social media after field trips or events.				
5. I highlight student projects on our school's social media to celebrate their achievements.				
6. I use social media to share interactive maps and infographics that enhance our geographical studies.				
7. I share articles on social media that analyze the impact of social movements on history.				

II. Teacher's level of Civic Engagement To assess the level of civic engagement among teachers, for each statement please place a check mark (✓) in the column that best reflects your level of agreement or disagreement.

4- Strongly Agree

3- Agree

2- Disagree

1- Strongly Disagree

VOLUNTEERING Volunteering involves offering time and skills to help others or support a cause without expecting financial compensation.	4	3	2	1
1. I am actively involved in tutoring programs, assisting younger students with their studies				
2. I engage in mentoring programs, guiding peers and younger students in their academic pursuits.				
3. I actively participate in organizing school-wide service days for students and staff				

4. I volunteer to lead after-school programs that engage students in community service projects				
5. I regularly coordinate with local charities to create meaningful volunteer experiences for my students.				
6. I encourage students to engage in volunteering by integrating service learning projects into the curriculum				
7. I volunteer to facilitate workshops that educate students on the importance of civic engagement.				

Participation in Political Activities Refers to engaging in actions that influence or contribute to the political process. This can include voting in elections, campaigning for candidates	4	3	2	1
1. I actively engage in advocacy groups to promote political issues that matter to me.				
2. I participate in political discussions with my peers.				
3. I volunteer for political campaigns or organizations.				
4. I stay informed about current political events and issues.				
5. I have registered to vote in local or national elections.				
6. I engage in social media discussions about political topics.				
7. I participate in community service projects that address political or social issues.				

COMMUNITY INVOLVEMENT Community involvement refers to active participation in activities and initiatives that benefit a local community.	4	3	2	1
1. I participate in local community service projects to support families in need				
2. Irregularly collaborate with local organizations to provide educational resources and workshop for the community				
3. I volunteer my time to mentor students outside of school, helping them develop essential life skills				
4. I advocate for educational policy changes, by attending local school board meetings and voicing concerns				
5. I work with fellow educators to develop community-based projects that address social issues affecting our students				
6. I mentor new teachers in building their own connections with the community to enhance their effectiveness				
7. I lead student groups in community clean-up efforts to promote environmental stewardship.				



Republic of the Philippines
Department of Education
REGION IV - A CALABARZON
CITY SCHOOLS DIVISION OF TANAUAN

December 3, 2024

GEMMALYN E. GASGA et. al
Researchers
Tanauan Institute Inc.
J. Gonzales St., Brgy. 4
Tanauan City, Batangas

Dear Ms. Gasga:

Greetings of health and safety!

This is in connection with your letter dated November 29, 2024, regarding your request to administer a survey questionnaire among Social Studies teachers.

Relative to this, permission is granted provided that **DepEd Order No. 9 s. 2005, Instituting Measures on Time - On - Task and Data Privacy Act of 2012** will be strictly observed. It is also suggested that you directly coordinate with the school heads of the schools where your study will be undertaken.

Lastly, to fulfill our vision of continuous improvement for better service delivery, we request that you provide this office an e-copy of your findings and recommendations.

Yours truly,

NICOLAS M. BURGOS
Asst. Schools Division Superintendent
Officer-In-Charge
Office of the Schools Division Superintendent

3177/ SOOD-P & R LMF



Address: Pres. J.P. Laurel Highway, Poblacion 1, Tanauan City, Batangas 4232
Telephone No.: (043) 723-9015 / 723-9277 / 784-4788 / 403-9363
Email Address: tanauan.city@deped.gov.ph
Website: <https://depedtanauancity.com>

Mapangon pag-iingkiat,
Iwanag at pag-ula ng katauhan:
Angat Tanauan!



TANAUAN INSTITUTE, INC.

J. Gonzales St. Brgy. 4, Tanauan City

Tanauan City Batangas

COLLEGE DEPARTMENT

September 21, 2024

Mr. Mark Andrew C. Rimas, MBA

Faculty Teacher

Tanauan Institute Inc.

Dear Madam/Sir:

Greetings of Peace!

We are students in Tanauan Institute taking up Bachelor of Secondary Education Major in Social Studies conducting a study entitled **The Roles of Digital Media in Teaching Social Studies and its Relationship to Student's Level of Civic Engagement**" as part of our requirements in Research in Social Studies.

As our validator, we would like to ask your approval for the statement of the problem to be used in in the study. Attached herewith is the copy of the statement of the problem for the said research. Your comments and suggestions will be highly appreciated and will be of great help to this undertaking.

I am hoping for your favorable response and wholehearted consideration on this matter.

Thank you very much and God Bless!

Sincerely yours,

Gasga, Gemmalyn E.

Montiveros, Princess Mariell D.

Researchers

Noted:

BEL PATRICE T. TISUELA

Research Adviser

Approved:

Mr. Mark Andrew C. Rimas, MBA

Faculty Teacher



TANAUAN INSTITUTE, INC.

J. Gonzales St. Brgy. 4, Tanauan City

Tanauan City Batangas

COLLEGE DEPARTMENT

September 19, 2024

Ms. Mika Dimapilis

Teacher, LPT

Tanauan Institute Inc.

Dear Madam/Sir:

Greetings of Peace!

We are students in Tanauan Institute taking up Bachelor of Secondary Education Major in Social Studies conducting a study entitled **The Integration of Digital Media in Social Studies Teaching and its Role in**

Enhancing the Student's Level of Civic Engagement” as part of our requirements in Research in Social Studies.

As our validator, we would like to ask your approval for the statement of the problem to be used in in the study. Attached herewith is the copy of the statement of the problem for the said research. Your comments and suggestions will be highly appreciated and will be of great help to this undertaking.

I am hoping for your favorable response and wholehearted consideration on this matter.

Thank you very much and God Bless!

Sincerely yours,

Gasga, Gemmalyn E.

Montiveros, Princess Mariell D.

Researchers

Noted:

BEL PATRICE T. TISUELA

Research Adviser

Approved:

Ms. Mika Dimapilis

Teacher, LPT



TANAUAN INSTITUTE, INC.

J. Gonzales St. Brgy. 4, Tanauan City

Tanauan City Batangas

COLLEGE DEPARTMENT

September 21, 2024

Ms. Nicca Piamonte

Teacher, LPT

Tanauan Institute Inc.

Dear Madam/Sir:

Greetings of Peace!

We are students in Tanauan Institute taking up Bachelor of Secondary Education Major in Social Studies conducting a study entitled **The Integration of Digital Media in Social Studies Teaching and its Role in Enhancing the Student's Level of Civic Engagement”** as part of our requirements in Research in Social

Studies.

As our validator, we would like to ask your approval for the statement of the problem to be used in in the study. Attached herewith is the copy of the statement of the problem for the said research. Your comments and suggestions will be highly appreciated and will be of great help to this undertaking.

I am hoping for your favorable response and wholehearted consideration on this matter.

Thank you very much and God Bless!

Sincerely yours,

Gasga, Gemmalyn E.

Montiveros, Princess Mariell D.

Researchers

Noted:

BEL PATRICE T. TISUELA

Research Adviser

Approved:

Ms. Nicca Piamonte

Teacher, LPT

CURRICULUM VITAE



Gemmalyn E. Gasga

San Gregorio, Malvar, Batangas

Contact No. 09108444726

gasgabonzyy@gmail.com

EDUCATIONAL ATTAINMENT

PRIMARY LEVEL

San Gregorio Elementary School

San Gregorio, Malvar, Batangas

SECONDARY LEVEL

San Isidro National High School

San Isidro, Malvar Batangas

SENIOR HIGH SCHOOL

Tanauan Institute Senior High School

2021 – 2022

J. Gonzales St. Brgy. 4 Tanauan City, Batangas

PERSONAL DATA

Age: 21

Sex: Female

Birth Date: January 12, 2004

Birth Place: Malvar, Batangas

Citizenship: Filipino

Religion: Roman Catholic

Civil Status: Single

Height: 5'7

Weight: 45

CHARACTER REFERENCE

Mrs. Angelina E. Gasga

09934560017

San Gregorio Malvar, Batangas

***I hereby certify that the above of all information is true and correct to the best of my knowledge and belief.
And any false statements or misinterpretations shall be grounded for the denial of this application.***

Gemmelyn E. Gasga

Signature Over Printed Name

**Princess Mariell D. Montiveros**

Malvar, Batangas

Contact No. 09515609427

montiveroscess@gmail.com

EDUCATIONAL ATTAINMENT

PRIMARY LEVEL

San Bernardo Lirio Memorial Central School 2010-2016

Tanauan City Batangas

SECONDARY LEVEL

San Pedro National High School

2016-2020

San Pedro, Sto. Tomas City Batangas

SENIOR HIGH SCHOOL

Tanauan Institute

2020 – 2022

J. Gonzales St. Brgy. 4 Tanauan City, Batangas

PERSONAL DATA

Age: 22

Sex: Female

Birth Date: June 28, 2002

Birth Place: Calamba Laguna

Citizenship: Filipino

Religion: Christian

Civil Status: Single

Height: 4'11

Weight: 40

CHARACTER REFERENCE

Ritchell Dela Vega

09812722146

Sta Rosa, Laguna

***I hereby certify that the above of all information is true and correct to the best of my knowledge and belief.
And any false statements or misinterpretations shall be grounded for the denial of this application.***

Princess Mariell D. Montiveros

Signature Over Printed Name