

SOCIAL RESPONSIBILITY IN EDUCATION: ANALYZING AWARENESS LEVELS AMONG SENIOR HIGH SCHOOL STUDENTS

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DOI: <https://www.doi.org/10.58257/IJPREMS38858>

ABSTRACT

Background: This study investigates social responsibility awareness among senior high school students in Davao City, Philippines, emphasizing the role of the course content and course outcomes as one of the important components of educational interventions in fostering social responsibility. Understanding the relationship between demographic factors and awareness levels is crucial for developing effective educational strategies.

Methods: The survey design used is quantitative and cross-sectional with stratified random sampling in selecting the participants for the study from the three public schools: Daniel R. Aguinaldo National High School, Gov. Vicente Duterte National High School, and Talomo National High School. A questionnaire with demographic profiles and social responsibility awareness measurements on social responsibility through a Likert scale is used to obtain information from the respondents. The data analysis is comprised of descriptive statistics, inferential statistics, and correlation analysis using SPSS software.

Results: The study shows moderate awareness of social responsibility in senior high school students in indicating a general knowledge of the concept. It shows a positive correlation of 0.572 between awareness and community involvement, which indicates that increased knowledge corresponds to higher participation in community activities. In addition, a strong connection also emerged between the awareness and community service readiness of students about themselves and their peers, stating that increased awareness indeed generates a civic obligation. Lastly, the perception of students regarding the educational impact of their awareness of social responsibility with their levels of community engagement gave a 0.670 correlation thus, education plays a crucial role not just in informing students about but also teaching them toward socially responsible attitudes and behaviors.

Conclusion: This study emphasizes the importance of educational institutions in the development of socially responsible students. It points to the necessity of an inclusive and targeted education strategy, considering the diversity in demographics. The recommendations in the study include developing curriculums that incorporate experiential learning, the inclusion of gender-sensitive programs, and conducting longitudinal studies to ascertain the long-term effect of social responsibility education. With these, schools will be able to cultivate a generation of socially aware citizens capable of handling complicated challenges within society.

Keywords: social responsibility, student awareness, community engagement, education, public schools.

1. INTRODUCTION

Education in general has seen a significant boom regarding social responsibility globally, particularly regarding the preparation of students in meaningful interaction with societal issues. It is also reflective of growing recognition of the role that educational institutions are supposed to play in the promotion of social responsibility. The expectation in society is that schools and universities, in addition to knowledge impartation, are supposed to shape responsible citizens who are well aware of their societal responsibilities (Martinez et al., 2020; AI-Youbi et al., 2020).

Internationally, there is an increased place given globally to integrate social responsibility of learning in a formal education system, wherein students need to be made understand that they are part of a larger community and that their actions have far-reaching consequences for the society. As an example, research shows that both leadership education and co-curricular activities have an impact on the establishment of socially responsible leadership outcomes among students (Martinez et al., 2020). This corresponds with the assumption that education is beyond academics but also needs the infusion of values that empower social changes coupled with community engagement (Gómez et al., 2018). In addition, studies have established that educational institutions are expected to use social media and all other platforms to further their social responsibility efforts, especially during crises, hence showing their commitment to society (AI-Youbi et al., 2020).

In the context of the Philippines, social responsibility is highly integrated into the educational system because of the country's socio-economic uniqueness. In fact, the educational policies of the Philippines have been emphasizing more on social justice and equity in the recent past. These policies have been urging the educational institutions to prepare the students not only academically but also as socially conscious persons (Kim, 2023; Kairè et al., 2021). Many students lack the appropriate awareness of social injustices and ecological risks, meaning that there is a gap in the educational

approach towards social responsibility, according to research by Gómez et al. (2018). This gap calls for educational reforms that will make social responsibility a core component of the curriculum so that students will be adequately equipped with the knowledge and skills needed to respond to the current issues facing society.

Locally, in Davao City, the focus on social responsibility in education seems to have been particularly relevant because of its rich varieties in culture and socio-economic consideration. It has been established in the studies conducted in this area that educational institutions are instrumental in providing an understanding among students about social responsibility through community engagement and service learning activities (Valdivia et al., 2020; K et al., 2022). In this way, the program will help create more awareness in students regarding various social issues, leading to the emergence of agency and responsibility toward society. A local educational framework opens educational institutions to linkages with community organizations in order for students to experience experiential learning opportunities that have direct access to real-life issues faced by society (Banker & Bhal, 2019).

Moreover, the role of teachers in promoting social responsibility cannot be overemphasized. It is found that teachers' regard and views regarding social responsibility have a significant effect on the approach the teacher uses in teaching and, in consequence, the student's level of awareness (Terepyshchy, 2023). In Davao City, educators realize the importance of integrating social responsibility into their teaching philosophies and methodologies in order to create a much more holistic experience of education for students (Duoblienè et al., 2020). Emphasis on such an education model is worth making to raise socially aware and involved citizens as well as academically trained citizens. This shift in the model of education into a more socially responsive approach is what is needed in creating a generation of students who are both academically competent and socially conscious.

The awareness of social responsibility among senior high school students is a multidimensional issue that must be approached on multiple levels-international, national, and local. Enhancement of the curriculum should be complemented by active involvement of educators with strong community partnerships; these elements are key to developing a culture of social responsibility among the students. Education institutions, as they evolve to meet changing societal needs, are called upon to play a role in shaping the direction of education and the responsible citizen. The aim of this research is to examine the awareness level of social responsibility among students of senior high school as contributions to the general debate on the role of education in building social responsibility.

Statement of the Problem

The purpose of this research is to investigate the awareness of the senior high school students on social responsibility of the three public schools in Cluster 2. Thus, the research aims to address the following questions:

1. What is the level of awareness of social responsibility among senior high school students across demographics?
2. What is the correlation between the awareness of social responsibility and the community engagement among senior high school students?
3. What is the relationship between senior high school students' awareness of social responsibility and their beliefs about their own and their peers' readiness to participate in community service?
4. What is the relationship of the students' perceptions of the impact of their education regarding social responsibility, and how is this related to their awareness and engagement within the community?

2. OBJECTIVES OF THE STUDY

The research seeks to find out the effectiveness of school initiatives on developing the social responsibility of senior high school students in Davao City. The study's primary objective is to assess these students' current levels of awareness on social responsibility, measuring how good the education system is delivering what it intends to carry out focusing on the course outcomes, activities, and content on enhancing awareness. It will also examine the link between students' awareness of social responsibility and their involvement in community activities, thus discovering how educational programs shape civic participation. Further, it aims to study the demographic differences in the levels of awareness such as between the sexes and on different socio-economic levels, to ensure inclusive and effective educational strategies for all students.

Significance of the Study

The importance of this study is the potential to shed important insights into the complex relationship between inflation rates and Gross Domestic Product in the Philippines from 2000 to 2023. Results will be of more relevance to policymakers and economic planners, as they provide crucial information on how inflation influences GDP across sectors. This understanding will enable the formulation of targeted economic strategies that promote growth while maintaining price stability, which is an important catalyst for enhancing economic resilience to external shocks and domestic challenges. In addition, since this study focuses on various industries, it provides the means to understand more closely how inflation affects the economic performance of sectors like agriculture, manufacturing, and services.

The sensitivities of industries to inflation can therefore provide sector-specific policy focus by outlining weaknesses and exploiting strength in their respective sectors. Thirdly, this research expands on the existing body of work pertaining to inflation and economic performance. This is in reference to a developing country by comprehensive application of econometric analysis on this unique economic environment within the Philippines. It also gives a historical perspective on economic fluctuations, policy shifts, and external shocks, which can inform the future directions for economic planning. By identifying gaps in the current understanding of inflation's impact on economic growth, the study encourages further exploration of the mechanisms through which inflation affects different sectors and the possible moderating factors involved.

In summary, this study is important not only in its immediate implications for economic policy and planning in the Philippines but also for its contributions to the wider discourse on inflation and economic performance in developing nations that will inform strategies toward sustainable economic growth and stability.

3. LIMITATIONS OF THE STUDY

This study, focusing on social responsibility awareness among senior high school students in Davao City, Philippines, faces several limitations. It is limited by using a quantitative and cross-sectional survey design for it limits the understanding of students' experiences and perceptions in depth. Also, there is a reliance on self-reported survey data, which may be affected by social desirability bias. The sample is limited geographically; it includes public schools in Davao City only thus restricts the generalizability of findings to other regions or private schools within the Philippines. Also, not all factors that influence social responsibility awareness are included in this study (i.e., family, community, media); thus, affecting the accuracy of the conclusions. Furthermore, the cross-sectionality prevents how awareness might change over the long term. Finally, the part of this study that evaluates the relationship between awareness and the participation of students in their communities may not capture the fullness of the relationship between social responsibility education and real-world actions.

Definition of Terms

Social Responsibility: refers to the ethical framework and obligation by which individuals and institutions positively contribute to the development of society. It involves understanding issues in society, acting responsibly, and the consequences of one's action. It entails a feeling of responsibility towards the welfare of the community and environment.

Social Responsibility Awareness: This refers to the extent to which senior high school students understand and know the concepts of social responsibilities and issues, as well as their involvement in these issues. Cognitive understanding and internalization of values regarding social responsibility are also included.

Community Engagement: This refers to students taking part in volunteering and active participation in community services as well as such activities meant to address social problems in their very locality. This is the actualization of a social responsibility awareness into tangible action.

Civic Education: This refers to the educational process which serves to prepare a person for active engagement and participation in a democratic society. Such education includes learning what the rights and responsibilities of citizens are and engaging in activities whereby the individual feels part of something broader than oneself.

Educational Programs (in relation to Social Responsibility): This refers to the curriculum, courses, activities, and initiatives in the educational system that ensure students are made aware of and involved in social responsibility. This includes both formal classroom instruction and extracurricular activities.

Demographic Characteristics: These include measurable characteristics of the student population such as age, gender, and socioeconomic status, which could affect their social responsibility awareness and community engagement.

Cluster 2 Davao City: This is a specific geographical area within the Davao City, Philippines, where the sample of the study is located. This geographically limited study explicitly proclaims this as one limitation of the study. For instance, the three selected schools are Daniel R. Aguinaldo National High School, Talomo National High School, and Gov. Vicente Duterte National High School.

4. LITERATURE REVIEW

This literature review delves into the integration of social responsibility in education, focusing on awareness levels among senior high school students.

Introduction to Social Responsibility in Education

Social responsibility is an ethical framework and obligations that institutions and individuals have to contribute to the development of goodness for society. It's a process which connects intentionality, action, and consequences and bases it on the best knowledge, ethical guidelines to human and social actions, recognition of equals and that society imposes

on us a sense of responsibility to everybody (Villegas, 2011). Fostering the training of social responsibility makes students of the university committed, empathetic, and concerned with individual and social welfare (Tapia, 2019). Fostering the values and ethics during the training of a student in the university makes there an advancement in promoting peace culture, solidarity, and social justice (Arango Tobón et al., 2014). Normally, the conceptual framework is embedded with CSR and sustainability in education sectors. Recent literature indicates the increasing advocacy for the roles of educational institutions in society concerning CSR (Barner, 2024; Huda et al., 2018). Historically, social responsibility in education has evolved to embrace community-based approaches over time. This is primarily due to global movements in the areas of sustainability and ethical education (Elifneh et al., 2024).

Current Awareness of Levels Among Students

Student perceptions regarding social responsibility are based on personal values, educational experience, and general influence by society. According to studies, female students are more ethical than male students and also have greater interest in social issues (Wang & Juslin, 2012). The two other essential factors that will influence the perception of these students include interdisciplinary courses as they understand social responsibility through an overall perspective, as all different perspectives and disciplines become integrated with each other (Yaşar, 2023). This means diversification of approaches to education in enhancing the perceptions of students toward their roles in social responsibility.

Perceptions of Social Responsibility

Student perception of social responsibility depends on personal experience, academic qualification, and societal expectation. Indeed, it has been indicated that "students tend to interpret issues based on their immediate environment and their personal experiences, thus perceiving and engaging with societal issues" (Mulalic, 2023). For example, other backgrounds influence the perception of students through socioeconomic status and community participation in their lives (Sánchez & Chávez, 2022).

Moreover, the literature suggests that students' perceptions are molded by the context of education in which they are situated. Experiential learning and service to the community-based programs would train students in social responsibilities in more profound ways (Amar et al., 2021). Under such circumstances, the educator must take into account such diverse perceptions while designing programs for creating awareness and developing social responsibility among students.

Role of Educational Programs and Curricula

The curriculum and programs that promote social responsibility have pressing importance toward educating people. An effective educational strategy for any society should address critical thinking, ethical reasoning, and issues regarding society (Howlett et al., 2016). Service-learning, project-based learning, and community engagement curricula improve students' knowledge and attitudes towards social responsibility (Yatsenko, 2023). This, in turn, does not only give the students theoretical knowledge but also arms them with the capability of applying this knowledge in a real-world context, hence reinforcing their sense of agency and responsibility.

The implementation of social responsibility into curricula also requires a shift in paradigm in educational practice. According to Demetriou (2020), linking long-established methods of education to modern approaches is made possible by radical curricular designs that emphasize social issues and community involvement. The change is crucial for the student so that he can partake in the complexities characterizing contemporary society. An educational environment that will facilitate social responsibility would therefore provide knowledge to a generation of committed students who would want to make a positive change in their communities.

Demographic Variations in Awareness

Demographic factors play an essential role in the development of the awareness of students with respect to social responsibility. It has been seen from various studies that awareness differences could be determined based on socio-economic status, geographical region, and culture (Reardon, 2018). For example, students from rich backgrounds are likely to have ample resources and opportunities for the involvement of social issues. It, therefore, leads to a more significant level of awareness compared to their counterparts who hail from more deprived backgrounds (Sánchez & Chávez, 2022). In this sense, the current study highlights the need for inclusive education programs and accessibility to all students regardless of their socio-demographic characteristics.

Other findings of other studies reveal that levels of awareness also lie in gender differences. For instance, studies have reported that females are more conscious about social responsibility and are active participants in social responsibility-based activities compared to males (Esteve et al., 2012). This fact portrays education programs that need to be tailored according to demographics in such a way that each of the students will receive equal treatment in creating social

responsibility awareness. Understanding and dealing with these differences while connecting with different groups of students can make better programs by building up a feeling of shared responsibility through teachers.

Impact on Community Engagement

The impact of social responsibility education on community engagement is profound. Equipped with the necessary knowledge and skills to grasp social issues, students tend to participate more in service and advocacy efforts within their community ("Research on Cultivating Cybersecurity Awareness among High School Students", 2023). Studies have shown that students who undergo service-learning experience greater civic engagement and more commitment to social responsibility (Mulalic, 2023). This is especially important for building a culture of active citizenship whereby students are expected to contribute to solving societal problems.

Furthermore, community engagement and social responsibility education are reciprocal. The better-informed students are on social issues, the more motivated they are to act for change, and in return, their knowledge and activism strengthen toward social responsibility (Bernal, 2023). Such a cycle of engagement will benefit not only the students but also contribute to the well-being of the community as a whole. This would be an educational institution because it is a venue in which to shape a socially responsible next generation that focuses on ensuring change in communities.

Identified Gaps and Future Directions

Despite the efforts put into integrating social responsibility into education, there are huge gaps. The biggest problem is that there is no standardized approach to teaching social responsibility in different educational contexts (Dellen, 2013). This would lead to disparities in the levels of awareness and engagement among students. Future research will be in designing comprehensive frameworks that can be implemented across different educational settings to ensure that all students receive a consistent and meaningful education on social responsibility.

In addition, more empirical studies should be conducted that explore the long-term impact of social responsibility education on students' attitudes and behaviors (Zhao, 2016). Understanding how early exposure to social responsibility influences future civic engagement and career choices can give educators and policymakers valuable insight. Furthermore, as challenges in society continue to shift, educational programs must remain flexible and responsive to these emerging issues, preparing students to face the complexities of the modern world (Howlett et al., 2016).

In conclusion, literature shows that social responsibility in education is critical and should be targeted at the levels of awareness among senior high school students. By understanding that social responsibility is multi-faceted and taking cognizance of the demographic variations in awareness, educational institutions can play a transformative role in shaping socially responsible citizens. Future research and program developments shall bridge existing gaps of an engagement culture that energizes students to take initiatives as active players in society.

Theoretical Framework

The theoretical framework for this research paper will be the integration of concepts from theory on civic education and the theory of human education; this framework will be exploring in detail how civic education educates students towards social responsibility, especially within the system of senior high school. This synthesis of various scholarly works will give a comprehensive understanding of the intersection between civic education and social responsibility, emphasizing the role of educational practices in shaping students' civic engagement and awareness.

Civic education theory suggests that education should prepare individuals for active participation in democratic society. According to Wasino et al., civic education is an accelerator for the instillation of civic values that shape the mentality of the younger generation, fostering a spirit of nationality and social responsibility (Wasino et al., 2019). This corresponds with Kahne and Sporte, who stress that the curriculum for civic education has to be overhauled fundamentally so that students might take greater responsibility in citizenship involvement (Kahne & Sporte, 2008). The connotation of this is that meaningful civic education should entail both teaching of information on citizens' rights and obligations and making learners enact activities that engender responsibility.

In addition, human education theory supports civic education because it emphasizes the all-round development of human beings. According to Sutrop, the main purpose of education is to make people live in harmony with each other in society, which implies social responsibility (Sutrop, 2015). The same view is also reflected in Finkel's discussion as he emphasizes the role of civic education in promoting democratic values and encouraging political participation. Finkel (2002) argues that education is, in fact, poised to greatly influence the level of civic involvement. In this respect, human education theories that associate civic education with human schooling call for the nurturing of intellectual and moral capacities among learners to empower them with relevant social knowledge and obligation.

The connection of civic education to social responsibility is made clearer by looking into critical race theory from the discussion of Conrad et al. It argues that the experience of diverse student demographics in civic education should be

looked at so that meaningful civic participation will ensue (Conrad et al., 2022). This underlines the need for an inclusive framework of civic education, which recognizes that students differ in their backgrounds and in the social responsibilities that evolve from these differences. With a variety of perspectives, educators can help their students be better informed about issues in society and their role as effective citizens.

In analyzing the effect of civic education on social responsibility, it is important to take into account the pedagogical practices that are used in the classroom. According to Siegel-Stechler, high school civics education can have a major impact on young adult voter turnout, meaning that good civic education practices will lead to more civic engagement (Siegel-Stechler, 2019). This study agrees with Hope and Jagers, who show that the civic engagement of marginalized youth is dependent on sociopolitical attitudes and civic education (Hope & Jagers, 2014). Thus, pedagogies in civic education should be designed to empower students by fostering a sense of agency and responsibility towards their communities.

The theoretical framework also identifies that community participation is a critical concept in civic education. Indeed, urban environmental education initiative can provide a basis of civic ecology education for society, helping people develop social accountability through participating in the activity of a community (Tidball & Krasny, 2010). For instance, relating students with local issues may make students develop their sense of social responsibilities and the impact which their activity has on community.

In conclusion, the theoretical framework of examining the level of social responsibility among senior high school students bases its argument on the combination of civic education theory and theory of human education. Such a framework underscores the value of holistic educational practices for cultivating civic-minded and socially responsible citizens. Through the integration of diverse perspectives and community involvement, educators can develop a generation of socially responsible citizens who understand their roles and responsibilities in their communities. The synthesis of these theories and practices provides a rich foundation for understanding and improving social responsibility in education.

Conceptual Framework

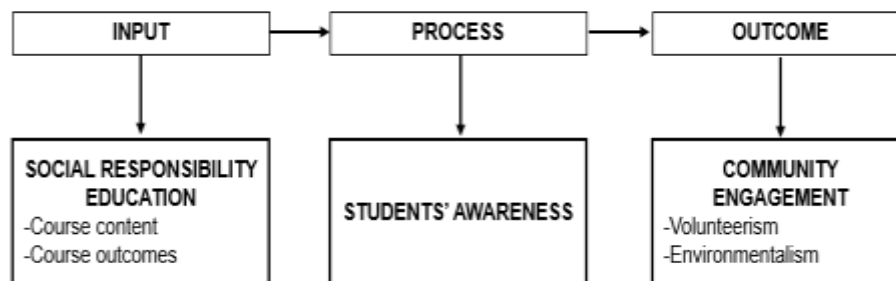


Figure 1: Study framework

The conceptual model is a simple input process and output model. The input is social responsibility education-in course contents and outcomes. This education processes the students to become more socially responsible. The effect of the output would be to have students more engaged in their communities including volunteerism and environmentalism. Thus, the framework implies a direct cause and effect: effective education fosters awareness, which then leads to increased community involvement. This model, while satisfactorily simple, could oversimplify the complexity of the reality behind social responsibility and engagement.

5. RESEARCH METHODOLOGY

This part of a research paper outlines systematic procedures and approaches to collect and analyze data by the researcher. This section is a blueprint to the study, indicating research design, methods of collecting data, reliability, and data analysis used to address research questions of this study.

Sampling Technique

A stratified random sampling method will be adopted in this study. It aims to ensure the representative selection of senior high school students from different public schools particularly from Cluster 2 Davao City. This method consists of breaking the population into a set of strata based on grade levels and academic tracks wherein the diversity of the student population is better captured by the researcher. Stratifying the sample will ensure that every subgroup is well represented. The findings will then be more reliable and valid. The strata will be used in taking random samples from each group so that every student in the strata has an equal chance of being chosen. This method not only reduces bias but allows for a complete evaluation of the impact various demographic factors have on the awareness of a student towards social responsibility and community involvement.

This study employs a stratified random sampling method to ensure a representative selection of senior high school students from various public schools within Cluster 2 of Davao City. The participant pool consists of students from three public schools: DRANHS, with 82 students; Gov. Duterte, with 45 students; and Talomo NHS, with 52 students. The total population size for this study (N) is calculated as follows:

$$N = N_{\text{DRANHS}} + N_{\text{Gov. Duterte}} + N_{\text{Talomo NHS}} = 82 + 45 + 52$$

$$n_h = \frac{N_h}{N} \times n$$

The research has a sample of 100 respondents in total (n) to obtain a reasonably valid sample. The sample sizes for the stratum are computed using the proportional allocation formula:

where n_h stands for the sample size from the subset h , N_h indicates the population size of stratum h , N is the total population size, and n is the total desired sample size of 100. Thus, when obtaining the sample sizes for each school, the formula is:

1. For Daniel R. Aguinaldo National High School

$$n_{\text{DRANHS}} = \frac{82}{179} \times 100 \approx 45.7 \text{ (rounded down to 46)}$$

2. For Gov. Duterte National High School

$$n_{\text{Gov. Duterte}} = \frac{45}{179} \times 100 \approx 25.1 \text{ (rounded down to 25)}$$

3. For Talomo National High School

$$n_{\text{Talomo NHS}} = \frac{52}{179} \times 100 \approx 29.1 \text{ (rounded down to 29)}$$

The final sample distribution consists of approximately 46 respondents from Daniel R. Aguinaldo National High School, 25 from Gov. Duterte National High School, and 29 from Talomo National High School. This stratified sampling method is helpful in reducing selection bias and ensuring that the research outcomes accurately represent the diverse views of students in various public schools. Consequently, the study aims to assess the factors that influence students' awareness of social responsibility and community engagement.

Sources of Data

This study uses a structured survey questionnaire to collect data on high school students' social responsibility awareness. The sample consists of students in different public schools in Cluster 2, Davao City, applying stratified random sampling. This will enable comparative evaluation of general awareness levels based on such demographic factors as age, sex, and socio-economic status. There are two sections in the survey: demographic data and social responsibility awareness statements measured on a Likert scale. Confidentiality statements were included to maintain ethical standards, assuring respondents that their responses remain unnamed and are used solely for research purposes. This method is systematic and thorough and yields quality, reliable insights into the effectiveness of educational programs in inducing awareness.

Table 1. Specification of the questionnaire

Construct	Indicator	Number of questions
Demographics	Age, Gender, Socioeconomic Status, School	4
Awareness	Awareness of social responsibility, Importance, Seeking information, Positive view, Understanding	5
Educational program impact	Coverage in education, Impact of assignments/projects, Teacher encouragement, Participation, Effectiveness, Need for more promotion	7
Community engagement	Engagement in community service, Value of participation, Motivation, Awareness impact, Positive impact	5
Connections and impacts	Integral to personal development, Knowledge and involvement connection, Preparedness for activities	3

Measurement

This survey questionnaire was designed systematically to serve as one of the tools in measuring the level of social responsibility awareness among senior high school students of Davao City. It consists of two parts: the first part records the demographic profile of the respondents, and the second part has statements regarding awareness of social responsibility rated using the Likert scale. This strategy provides a foundation for being able to gauge the differences in demographic knowledge levels that would include age, gender, and economic class. Reliability testing of the constructs will use Cronbach's Alpha measure and assess internal reliability or internal consistency of measurement scales. The constructs which will be assessed are Awareness, Educational Program Impact, Community Engagement, and Connections and Impact, with different data through the reliability test of Cronbach's Alpha measurements. In addition, collection of data will also ensure that ethical considerations are kept. For instance, there will be data privacy statements assuring the participants that their responses will vary but are for research purposes only. It is a systematic way of measuring quality and reliable insights by which the educational programs make the students aware of their responsibility towards society.

Table 2. Reliability Test for each construct

Construct	Number of Items	Cronbach's Alpha	
Awareness	5	0.855	0.849
Educational Program Impact	7	0.722	
Community Engagement	5	0.732	
Connections and Impact	3	0.730	

Table 2 presents the results of a reliability test conducted for four constructs in each study, measured using Cronbach's Alpha. The constructs evaluated include Awareness, Educational Program Impact, Community Engagement, and Connections and Impact. The number of items underlying each construct varies, however, with Awareness having five items indicating high reliability coefficient at a level of 0.855 thus, indicating good internal consistency.

The Educational Program Impact construct on the other hand had seven items that had a lower coefficient at 0.722. Additionally, the Community Engagement and Connections and Impact constructs, with five and three items respectively, achieved reliability scores of 0.732 and 0.730, indicating moderate internal consistency. Overall, the aggregate Cronbach's Alpha for the constructs, calculated at 0.849, reflects a robust level of reliability, affirming the measurement scales' adequacy for assessing these constructs within the context of the research.

Data Analysis Procedures

The data analysis procedure for this research involved a systematic and multi-faceted approach using SPSS software or processing and interpreting derived survey data. First, descriptive techniques were used to summarize the profiles of the respondents such as age, sex, and socioeconomic status. Included also were the frequency distributions, mean, and standard deviation.

Initially, descriptive statistical techniques were applied to summarize the demographic profiles and basic characteristics of the respondents, including frequency distributions, means, and standard deviations. To ensure the reliability of the measurement scales, Cronbach's Alpha was calculated for each construct (Awareness, Educational Program Impact, Community Engagement, and Connections and Impact), which helped validate the internal consistency of the survey instruments. To measure reliability of each construct measurement scales (namely Awareness, Educational Program Impact, Community Engagement and Connections and Impact), Cronbach alpha was calculated. This also helped to establish whether survey instruments were internally consistent.

The research then utilized methods of inferential statistical techniques such as Pearson correlation analysis to analyze the relationships between different variables such as social responsibility awareness, community engagement, and educational impact. The determination of statistical significance was based on p-values at a significance level of 0.01 to test the probability of getting correlations due to chance.

Data Analysis and Results

The section of this research paper provides a clear and objective presentation of research findings, including data analyses and outcomes that inform the conclusions and recommendations drawn from the study.

Table 3. Profile of the respondents and Descriptive Statistics

Age			Mean		SD		
			2.72%		1.02%		
						N	%

	16					1		1%
	17					53		53%
	18					30		30%
	19					7		7%
	20					7		7%
		21 or older				2		2%
Sex			1.68%		0.46%			
	Male					32		32%
	Female					68		68%
			1.18%		0.39%			
Socioeconomic Status								
	Low					82		82%
	Middle					18		18%
	High					0		0%

The data presented in Table 3 provides a demographic overview of the sample regarding sex distribution, females constituted a significant majority at 68%, compared to 32% for males, suggesting a gender imbalance in the sample. The socioeconomic status breakdown indicates that most participants (82%) came from low-income backgrounds, with 18% categorized as middle-income and none reporting a high-income status. This demographic profile provides critical context for understanding the perspectives and experiences reported by participants throughout the study, emphasizing the predominant youth and low socioeconomic representation within the sample.

Table 4. Mean, Standard Deviation, and Distribution of Responses for Awareness questions

Descriptives Statistics			Responses			
N= 100						
Statement	Mean	Std. Dev.	5-strongly agree	4-Agree	3-Neutral	2-Disagree
am aware of the concept of social responsibility.	4.14	0.667	30%	54%	16%	0%
am aware of the concept of social responsibility.	4.37	0.630	45%	47%	8%	0%
am aware of the concept of social responsibility.	4.02	0.681	23%	57%	19%	0%
am aware of the concept of social responsibility.	4.01	0.643	20%	62%	17%	1%
am aware of the concept of social responsibility.	3.99	0.659	20%	60%	19%	1%

The analysis of the data shows a great deal of awareness about social responsibility among senior high school students. Mean scores for various statements ranged from 3.99 to 4.37, indicating that most respondents have a generally positive view of concepts of social responsibility. Of particular interest is the strong agreement shown by students as percentages of those who said, "strongly agree" or "agree" are usually larger than those who said "neutral" or "disagree". For example, in the second statement, the mean stands at 4.37, with 45 percent of the students showing that they strongly agree and 47 percent agreeing, thus suggesting that most students are aware of social responsibility.

Though the standard deviations, ranging from 0.630 to 0.681, indicate some diversity in the intensity of opinions, the overall trend is on the positive side. This fact indicates that most students fully understand the concept with the exception of a few areas in variance regarding views toward implications or importance related to social responsibility. These findings, thus, indicate an impressive awareness level among senior high school students with opportunities to promote continuous education and discussion on the relevance and effects of social responsibility in their lives and communities, while also pointing to possible areas for further development.

Table 5. Average Mean and Standard Deviation for Awareness construct among demographics

Age Group	Gender	Income Level	Mean Score	Std. Deviation	N
16	Female	Low Income	4.00	-	1
17	Male	Low Income	3.82	0.55	11
	Male	Middle Income	4.20	0.28	4
	Female	Low Income	4.07	0.41	30
	Female	Middle Income	4.28	0.38	8
18	Male	Low Income	4.08	0.41	8
	Male	Middle Income	5.00	-	1
	Female	Low Income	4.16	0.48	20
	Female	Middle Income	5.00	-	1
19	Male	Low Income	3.93	0.90	3
	Female	Low Income	4.10	0.89	4
20	Male	Low Income	4.20	-	1
	Male	Middle Income	4.30	0.42	2
	Female	Low Income	4.60	0.57	2
	Female	Middle Income	4.00	-	2
21+	Male	Low Income	3.70	0.42	2
	Male	Middle Income	3.70	0.42	2
Total	Male	Low Income	3.92	0.52	25
	Male	Middle Income	4.34	0.40	7
	Female	Low Income	4.12	0.47	57
	Female	Middle Income	4.29	0.41	11
	Total	All	4.11	0.49	100

The table presents data on the extent of social responsibility awareness among senior high school students across age, gender, and income level. Overall, the average score among all the demographics is 4.11, suggesting a moderate level of awareness of social responsibility among the students surveyed. The female students have higher mean scores compared to the male students for most age groups and particularly in the 19-20 age group. Students from higher income backgrounds tended to score slight improvement in awareness, with students of the middle-income average of 4.34 as compared to lower-income peers with an average of 3.92. Such differences point to some significant influence of socioeconomic characteristics in shaping the perception of students on social responsibility.

Moreover, the standard deviation given by .49 indicates some variability in the responses which show that while many students are aware, there are substantial differences that such demographic factors can account for. Overall, these findings show that educational outreach on social responsibility needs to focus especially on male and low-income students to generate greater awareness and participation.

Table 6. Correlation analysis between Awareness and Community Engagement

Construct		Awareness	Community Engagement
Awareness	Pearson Correlation	1	0.572**
	Sig. (2-tailed)	—	0.000
	N	100	100

Community Engagement	Pearson Correlation	0.572**	1
	Sig. (2-tailed)	0.000	—
	N	100	100
**. Correlation is significant at the 0.01 level (2-tailed).			

The data presented in the correlation table indicates a significant relationship between the awareness of social responsibility and community engagement among senior high school students. The Pearson correlation coefficient is reported as 0.572, which suggests a moderate positive correlation between the two variables. This means that as the awareness of social responsibility among students increases, so does their level of community engagement.

The p-value or significance level is 0.000, meaning the correlation observed is statistically significant at a 0.01 level (2-tailed). That is, with such a high level of significance, the observed correlation can hardly be due to coincidence, therefore strengthening the findings' credibility. From the data of a sample size of 100, the data offers a good basis to conclude that there is substantial correlation in awareness of social responsibility issues with active participation in community activities among the students.

The findings show that senior high school students' awareness of social responsibility is associated with higher engagement within the community. This highlights that course content and outcomes, as part of educational initiatives designed to enhance students' understanding of social responsibility, will lead to actions that may increase their participation in community service and similar activities and ultimately help mold a more active and socially responsible student.

Table 7. Correlation analysis between Awareness and Connections and Impact

Construct		Awareness	Connections and Impact
Awareness	Pearson Correlation	1	0.534**
	Sig. (2-tailed)	—	0.000
	N	100	100
Connections and Impact	Pearson Correlation	0.534**	1
	Sig. (2-tailed)	0.000	—
	N	100	100
**. Correlation is significant at the 0.01 level (2-tailed).			

The table shows significant relationship between an awareness of social responsibility and beliefs regarding one's readiness and that of the peers to participate in community service among senior high school students. The Pearson correlation coefficient of 0.534 shows a moderate positive correlation between awareness and beliefs regarding readiness for community service. This implies that the more aware students are about topics on social responsibility, the more likely they also believe that they and their peers are prepared to engage in community service activities.

The significance level (p-value) of 0.000 proves this correlation to be at the .01 level of significance (2-tailed), meaning that the probability of this correlation happening by chance is extremely low. With a sample size of 100, these findings offer good evidence of the relationship between these two variables.

To sum up, the analysis implies that increased awareness of social responsibility among senior high school students is associated with stronger beliefs about their own and their peers' readiness to get involved in community service. The relationship emphasizes the necessity of educational programs that strengthen students' understanding of social responsibility considering that these initiatives improve students' awareness and encourage a feeling of readiness and eagerness to take part in community service activities.

Table 8. Correlation analysis between Educational Impact, Awareness, and Community Engagement

		Educational Impact	Awareness	Community Engagement	Connections and Impact
Pearson Correlation	Educational Impact	1.000	0.670	0.543	0.671
	Awareness	0.670	1.000	0.572	0.534
	Community Engagement	0.543	0.572	1.000	0.581

	Connections and Impact	0.671	0.534	0.581	1.000
Sig. (1-tailed)	Educational Impact	–	0.000	0.000	0.000
	Awareness	0.000	–	0.000	0.000
	Community Engagement	0.000	0.000	–	0.000
	Connections and Impact	0.000	0.000	0.000	–
N	Educational Impact	100	100	100	100
	Awareness	100	100	100	100
	Community Engagement	100	100	100	100
	Connections and Impact	100	100	100	100

The analysis of the provided data reveals significant insights into students' perceptions of the effectiveness of their education regarding social responsibility. The correlation matrix indicates strong positive relationships between Educational Impact and both Awareness (0.670) and Connections and Impact (0.671), suggesting that students who perceive their education as effective are also more aware of social responsibility issues and feel more connected to their community. Additionally, there is a moderate correlation (0.543) between Educational Impact and Community Engagement, indicating that while students who find their education impactful are somewhat more engaged in community activities, this relationship is not as robust as with awareness or connections.

Furthermore, the correlation between Awareness and Community Engagement (0.572) highlights the importance of awareness in motivating students to participate in community initiatives. All correlations are statistically significant, reinforcing the notion that these relationships are meaningful and not due to random chance. Hence, the data shows that students consider their education effective in promoting social responsibility, closely connected to their awareness and engagement with the community. This highlights the potential for educational programs in enhancing the course content and outcomes that involve social responsibility and thus encouraging increased community involvement among students.

4. DISCUSSION

The current research aimed at investigating the degree of awareness about social responsibility among high school seniors of Davao City in the Philippines, as well as determining the demographic aspects and the association between awareness level and demographics. It indicated that moderate social responsibility awareness is prevalent, with community involvement and educational effects of it being strongly associated. These results are in line with previous research by Gómez et al. (2018) and Mulalic (2023), which stresses the role of education in fostering civic engagement and social responsibility.

The theoretical framework of this research includes the theories of civic education and human education. Civic education theory considers that education facilitates individuals' preparation where they can be active members of a democratic society as it fosters civic values and responsibilities (Wasino et al., 2019). These findings supported the findings of the study that say while people become more aware and conscious regarding their social responsibilities, there is a good relationship of being involved in their communities (0.572). The implication is that civic values can be instilled through educational intervention to affect students' participation in community activities. This is also supported by human education theory, which emphasizes a more holistic development of individuals and calls for an education that also nurtures moral and intellectual capacities (Sutrop, 2015). Results of the study refer to important educational practices promoting social responsibility, that is, if one would educate them about their role and responsibility, they would probably take part in their communities.

The literature review emphasizes the multi-segmental aspects of social responsibility influenced by diverse factors like gender and socio-economic status. Previous studies portrayed a pattern of female students practicing a higher level of ethical virtue and greater interest in social issues compared to their male counterparts (Wang & Juslin, 2012). This demographic analysis from the study also endorses this contention because the majority of the students sampled were female (68%). It also reflects lowincome (82%) dominance among participants, signifying the socio-economic problems

that delineate the understanding and engagement levels among them. Such demographic landscapes are important for reflecting different levels of awareness and the need for targeted educational approaches to these differential aspects

Also, research findings indicate that educational programs should be updated to accommodate the changing demands in society. According to the literature, there is a gap in empirical research that is aimed at discovering the long-term effects of social responsibility education on student attitudes and behaviors (Zhao, 2016). A crosssectional research design employed in the present study means that the time-related variation in awareness can be interpreted in a minimal way, indicating a gap that future studies should cover. Longitudinal studies would be able to provide insight into the longterm effects of social responsibility education and its impact on civic engagement and career choices.

The limitation of the study is the reliance on self-reported data and the geographic restriction to Davao City suggests the for wider scope for the research that involve several educational contexts across the Philippines. Thereby enhancing generalizability of the 23 findings and the study achieves a better understanding of social responsibility awareness among high school students.

Thus, in the end, this research talks about the education establishments' important contribution to the process of forming socially responsible citizens. It also shows, through the positive correlations between awareness, community involvement, and educational impact, that socially responsible behavior in students can become more educated through improved and proven processes in education.

5. CONCLUSION AND RECOMMENDATIONS

The current study indicates an opportunity for educational institutions to inculcate social responsibility within graduating high school students of Davao City. The findings reveal that students are moderately aware of social responsibility, with favorable correlation between this awareness and the involvement in community-based activities. This suggests that learning interventions could potentially transform the comprehension of students into significant civic participation.

Based on the research findings, it is recommended to have a multi-faceted approach to develop social responsibility in the content and course outcomes in education. First, educational institutions should design curricula that embrace experiential learning opportunities allowing students to contribute to tackling community problems. Such programs should view diversity in giving different perspectives since students bring varied backgrounds and experiences, which lead to much more inclusive and impactful learning environments.

Moreover, schools should also develop programs that are sensitive to gender and sociocultural realities in recognition of the fact that different groups of students exhibit different perceptions of, and engagement with, social responsibility. The research has revealed differences in the levels of awareness and thus demands detailed education strategies that can penetrate all needed niche students, regardless of the socioeconomic environment or cultural backgrounds.

Longitudinal studies are important for understanding how social responsibility education affects behaviors after some time. Educational policy makers and administrators need to fund research tracking civic engagement and social awareness of students even after high school. This would give valuable information of how initial exposure to social responsibility concepts influences community participation and choice of future careers.

Finally, this study underlines that developing flexible, or dynamic educational frameworks is key in addressing new challenges in society. Through constant updates or revisions on courses' content and outcome, using real-world case studies, and promoting active citizenship can help students learn how to proactively become aware of the social realities in their communities. Above all, the ultimate aim is to develop a generation of an informed, empathetic, and involved citizens practicing their empowerment for positive changes in society.

Appendix A Study Questionnaire

Social Responsibility in Education: Analyzing Awareness Levels Among Senior High School Students

Survey Questionnaire

Data Privacy Statement:

Your privacy is important for us, so all responses to this survey will be maintained anonymous and private. There will be no collection of identifiable information, your answers will only be used for research purposes. By taking part in this survey, you agree to the collection and usage of your responses according to this privacy statement.

Dear Student,

Thank you for your participation in this survey on social responsibility. It will be used to enhance understanding on how education shapes awareness and involvement in community activities. All responses offered will remain anonymous and confidential.

Section 1: Demographics

1.What is your age?

- ___ 16
___ 17
___ 18
___ 19
___ 20
___ 21 or older
2. What is your gender?
___ Male
___ Female
___ Prefer not to say

3. What is your parent's or family's socioeconomic status?
___ Low (Monthly income: ₱12,082 to ₱ 24,164)
___ Middle (Monthly income: ₱43,328 to ₱ 84,574)
___ High (Monthly income: ₱144,984 to ₱241,640)
4. What school are you enrolled in?
___ Daniel R. Aguinaldo National High School
___ Talomo National High School
___ Gov. Vicente Duterte National High School

Section 2. Social Responsibility

Direction: Please indicate your answer by checking the appropriate box.

5 – Strongly Agree

4 – Agree

3 – Moderate

2 – Disagree

1 – Strongly Disagree

Awareness As a student, I...	5	4	3	2	1
1. I am aware about the concept of social responsibility.					
I believe that social responsibility is important in today's society.					
3. I actively seek information about social responsibility.					
4. I have a positive view of social responsibility.					
5. I understand the concept of social responsibility well.					
Educational Program Impact In our school...	5	4	3	2	1
1. My education has effectively covered the topic of social responsibility.					
2. The assignments and projects related to social responsibility have significantly deepened my understanding of the topic.					
3. My teachers consistently encourage open discussions about social responsibility.					
4. I have actively participated in various educational activities focused on social responsibility.					
5. The activities were effective in enhancing my understanding of social responsibility.					
6. They could do more to promote social responsibility education.					
7. The course topics and content consistently focus on social responsibility.					
Community Engagement	5	4	3	2	1

As a student, I...					
have engaged in community service or volunteer work in the past year.					
believe that participating in community service is a valuable experience.					
3. am motivated to engage in community service activities.					
4. believe my awareness of social responsibility affects my participation in community activities.					
5. believe my actions can positively impact on my community.					
Connections and Impacts	5	4	3	2	1
As a student, I...					
see social responsibility as integral to my personal development.					
2. believe that there is a connection between my knowledge of social responsibility from my classes and my involvement in community service.					
believe the students in my school are prepared to engage in social responsibility activities.					

Thank you for completing this survey! Your insights are invaluable in enhancing our understanding of social responsibility and its impact on community engagement among students.

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