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

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**ABSTRACT**

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.

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. 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.

The study shows moderate awareness of social responsibility in senior high school students. It shows a positive correlation of 0.572 between awareness and community involvement. In addition, a strong connection also emerged between the awareness and community service readiness of students about themselves and their peers. 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.

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

1. **INTRODUCTION**

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; Kairė 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 (Terepyshchyi, 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 (Duoblienė 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.

1. **METHODOLOGY**

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.

**2.1 Sampling Technique**

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*DRANHS + *N*Gov. Duterte + *N*Talomo NHS= 82 + 45 + 52. 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: nh = (N*h* / N) × n where nh stands for the sample size from the subset *h*, *Nh* indicates the population size of stratum *h*, *N* is the total population size, and n is the total desired sample size of 100.

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.

**2.2 Measurement and Reliability**

The 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 1.** Reliability of the measurement scales using Cronbach's Alpha

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

1. **MODELING AND ANALYSIS**

The research methodology focused on understanding social responsibility awareness through a comprehensive approach. The sampling technique ensured representative selection by stratifying the population based on grade levels and academic tracks, minimizing selection bias and capturing the diversity of the student population.

Data collection utilized a structured questionnaire with two primary sections: demographic profile collection and social responsibility awareness measurement using a Likert scale. Constructs measured included Awareness, Educational Program Impact, Community Engagement, and Connections and Impact. Reliability was assessed using Cronbach's Alpha, ensuring internal consistency of measurement scales.

1. **RESULTS AND DISCUSSION**

The study revealed moderate levels of social responsibility awareness among senior high school students in Davao City. Key findings demonstrated significant correlations between various dimensions of social responsibility. The Pearson correlation coefficient between awareness and community engagement was 0.572, indicating a moderate positive correlation. Similarly, awareness correlated moderately at 0.534 with students' perception of their readiness and that of their peers to participate in community service. A strong correlation of 0.670 was found between student perceptions of how education might impact social responsibility and their levels of engagement.

Demographic analysis showed that female students constituted a significant majority at 68%, compared to 32% for males. Most participants (82%) came from low-income backgrounds, with 18% categorized as middle-income and none reporting a high-income status. Female students demonstrated higher awareness levels, and students from middle-income backgrounds showed slightly higher awareness compared to low-income students.

These findings suggest that increased awareness positively influences students' perception of social responsibility and community engagement. Educational institutions must design inclusive and targeted strategies that consider demographic diversity and foster social responsibility awareness.

1. **CONCLUSION**

The research underscores the critical role of educational institutions in developing socially responsible citizens. Key recommendations include integrating experiential learning opportunities, developing gender-sensitive educational programs, and creating flexible frameworks addressing societal challenges. The study highlights the importance of moving beyond academic training to cultivate students' social consciousness and community involvement. Educational institutions must design curricula that embrace experiential learning opportunities, allowing students to contribute to tackling community problems. Longitudinal studies are important for understanding how social responsibility education affects behaviors over time. Educational policymakers and administrators need to fund research tracking civic engagement and social awareness of students even after high school. This would provide valuable information on how initial exposure to social responsibility concepts influences community participation and choice of future careers.

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