



Students' Civic Engagement: The Impact of Teacher Behavior on Community Involvement

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Abstract

Civic engagement is an important part of how students learn to understand their communities, recognize social issues, and take part in efforts that benefit the public. In higher education, teachers often serve as the first examples of what it means to be an involved and responsible member of society. This study explored how teacher behavior influences the civic engagement of students at Cebu Normal University - Main Campus. Using an explanatory sequential mixed-methods design, the researchers first gathered quantitative data from forty (40) Social Studies students through the Civic Engagement Scale (CES) and a researcher-made survey that assessed specific teacher behaviors. The results indicated that students showed very high civic-minded attitudes and maintained consistently high participation in community activities. Behaviors such as encouragement, enthusiasm, role modeling, mentorship, and empowering classroom practices were strongly linked to students' willingness to take part in civic and community-related work. To deepen the quantitative findings, semi-structured interviews were conducted with ten (10) purposively selected students. The qualitative responses revealed that students were influenced not only by the lessons taught in class but also by the sincerity, initiative, and personal example shown by their teachers. Students described their teachers as guides who help them understand social realities and motivate them to act with purpose. Overall, the study highlights the meaningful role of teacher behavior in strengthening students' sense of responsibility, social awareness, and commitment to civic involvement.

Keywords: Civic Engagement, Community Involvement, Educational Influence, Student Participation, Teacher Behavior

1. Introduction

Civic engagement encompasses civil participation, social responsibility, and the civility that accompanies behaviors necessitating a social-cognitive process, whereby people understand the concept of community and the roles they participate in, as defined by Akin *et al.* (2016) ^[1]. There have been previous researchers who have claimed that having some form of civic experience, such as voting, political discourse, and learning about political problems, or simply by the influence of the university where they are studying, could raise the level of civic engagement, according to Johnson & Ferguson (2018) ^[12]. Previous research has already shown this, and the importance of student engagement has been acknowledged; however, the literature remains equivocal about the impact of a role model's actions on students' civic engagement. Hence, the inquiry into how educators affect college students' involvement in the community remains open. However, several studies have assessed the factors influencing the active participation of students based on their involvement in non-political and political activities, both on and off their campuses. No studies have been conducted in assessing how particular specific teacher behaviors influence students' motivation to engage in community activities, especially at Philippine Universities like Cebu Normal University.

Therefore, this study aims to determine the influence of teacher behavior on students' civic and community engagement and to provide a comprehensive understanding of the influence of educators on students at Cebu Normal University - Main Campus.

At the heart of a lively community lies civic engagement, which includes social responsibility and a person's understanding of their part in that community. For many years, researchers have highlighted that the college experience can foster this involvement, either through direct political education or the general impact of the university environment. While this existing research is valuable, it leaves a critical question open. The impact of role models, especially educators, on a student's civic life remains surprisingly unclear. We have studies that measure student participation in various on- and off-campus activities. However, they fall short of linking that participation to the specific actions of their teachers within the classroom. This gap is especially noticeable within the university landscape of the Philippines.

Research indicates a strong correlation between a teacher's understanding of civics and student performance on related assessments. For example, research by Rohan Somji and Diana Owen (2023), called "The Impact of Teachers' Civic Knowledge on Student Performance", showed that educators who possess a deeper understanding of civics typically have students who exhibit greater civic knowledge. They looked at data from the Project Citizen program and discovered that when teachers took part in professional development to improve their civic content, their students' scores improved considerably. Interestingly, while teachers with higher degrees did have a positive impact, the effect of their actual content knowledge was even more substantial. This clearly emphasizes how important ongoing professional development is for helping teachers stay practical and up-to-date in their teaching.

Teachers greatly influence how students become involved in civic life. Lutaj (2016) ^[15] pointed out that when teachers are equipped with strong civic education and teaching methods, students are more likely to participate actively in civic activities, showing why more training programs for teachers are needed. In the same way, Hung (2023) ^[11] shared how teachers who genuinely care about civic engagement open more spaces for students to learn and reflect on social issues. His study in Taiwan even showed how a teacher's own civic involvement, such as speaking up on Facebook about public concerns, inspired many of his students to join engagement programs. This idea is also supported by Göktaş and Kaya (2023), who explained that positive teacher behaviors, like good communication, professionalism, and support, not only improve student performance in school but also encourage them to be active in their communities. Building on this, Wang and Wang (2023) found that civic and political education helps students grow as leaders, with motivated students becoming more involved in leadership programs and excelling in their roles. Similarly, Keisu (2021) stressed that student leaders who are motivated are more willing to strengthen their leadership skills, especially when they are actively engaged in real civic experiences.

A state university in Cebu will continue to create opportunities for students to grow as engaged citizens. Its partnership with the 7th Regional Community Defense Group will lead to an ROTC program that will not be

limited to drills or military training. Instead, it will shape students to become more socially responsible, building their leadership, teamwork, and problem-solving skills so they can contribute meaningfully to their communities (Information and FM Station Unit, 2023). The school will also strengthen ties with local barangays through extension projects where students will help design Barangay Development Plans. By working with residents to identify issues and find solutions, they will gain first-hand experience in collaboration, planning, and decision-making, directly linking their efforts to the Sustainable Development Goals (International Linkages, 2022). In addition, the university will continue its role as the first higher education partner of the Philippine National Volunteer Service Coordinating Agency (PNVSCA), making volunteerism an essential part of teaching, outreach, and governance. This will ensure that graduates will not only be academically competent but also socially responsible. Beyond structured programs, students will also be guided to value democratic participation.

While civic education is often seen as essential in encouraging students' civic engagement, Alscher *et al.* (2022) ^[2] noted that not all teaching practices have the same effect. Their study revealed that some methods may not directly influence students' willingness to participate, as the impact of cognitive activation depends largely on students' prior knowledge and interest. This suggests that civic engagement does not automatically result from classroom instruction alone but requires more thoughtful and effective teaching strategies. In contrast, Li (2022) emphasized how negative teacher behaviors—such as lack of enthusiasm, poor feedback, or disinterest—can discourage students and weaken their motivation. When students feel disconnected from their learning, they are less likely to engage in both school and community activities, indicating that poor teaching practices have a broader impact than just academic performance. Supporting this, Hakki (2023) pointed out that teachers' attitudes and behaviors directly shape students' cognitive, emotional, and social development. However, negative actions such as discrimination and unfair treatment can harm students' confidence, motivation, and respect for their teachers, while also limiting their social growth. These findings underline how strongly teacher behavior—whether positive or negative—can shape students' engagement and development.

The study Applying a Critical Lens to Teachers' Use of Social Media for Civic Education, conducted in 2021, stated that the traditional way of civic education in the U.S. does not often meet student needs, seeing it as outdated, uninspiring, and restrictive to students who are not part of the power structure. Researchers argued that there is a need to reframe citizenship, as it is an important way to deal with these challenges. This study explored high school social studies teachers' conceptualizations of citizenship and their use of the social media platform Twitter with their students for civic education. Results suggest that the teachers' conceptions of civic participation are influenced by local context: they noted that the geographical or racial barriers for their learners' civic participation informed how they understood and taught about civic participation. The use of social media (Twitter) is intended for teachers to present ways for learners to break the system that constructs these barriers

Civic participation among students reflects how teachers

influence them to participate in the community. This molds the students to become responsible, active, and socially aware individuals, especially in today's generation that encourages the youth to be more responsive and engaged in social issues. The involvement and active participation of students in community needs play a crucial role in shaping, fostering, and developing skills that are essential to their personal growth. This study is important as it seeks to explore how teacher behavior influences students' civic engagement and to see if there is a connection between teacher behavior and student civic engagement at Cebu Normal University- Main Campus.

2. Theoretical-Conceptual Framework

This study is anchored in Bandura's Social Learning Theory, Transformational Leadership Theory, and the Higher Education Act of 1994. These theories and the Republic Act No. 7722^[18] are associated with this study as they provide an essential perspective for understanding students' civic engagement. The figure below illustrates the importance of teachers' influence, encouragement, and them as a role model to students' civic engagement in community involvement.

Bandura's Social Learning Theory

Albert Bandura, a psychologist, introduced Social Learning Theory. He proposes that learning occurs through observation, imitation, and modeling, and these are influenced by factors such as attention, motivation, attitudes, and emotions (Cherry, 2024). Bandura's theory provides comprehensive insights into the students' civic engagement. It concludes how individuals, especially the students, learn behaviors, such as volunteerism, advocacy, and community participation, by observing and modeling role models within their community, such as teachers, peers, or community leaders (Nickerson, 2025).

Transformational Leadership Theory

In the context of students' civic engagement, this theory plays an important role in fostering a sense of social responsibility, active participation, and a shared vision for community development. The teachers in this theory correspond to the leaders; meanwhile, the students are seen as followers. This theory by Burns (1978)—further developed by Bass (1985)—shows how leaders inspire and motivate their team by encouraging innovation, creating a clear vision, and fostering personal growth. Burns (1978) emphasized in this theory how the followers commit through the power of the leader's vision and personality, which inspires them to boost their expectations, perceptions, morality, and motivation (Ugochukwu, 2025).

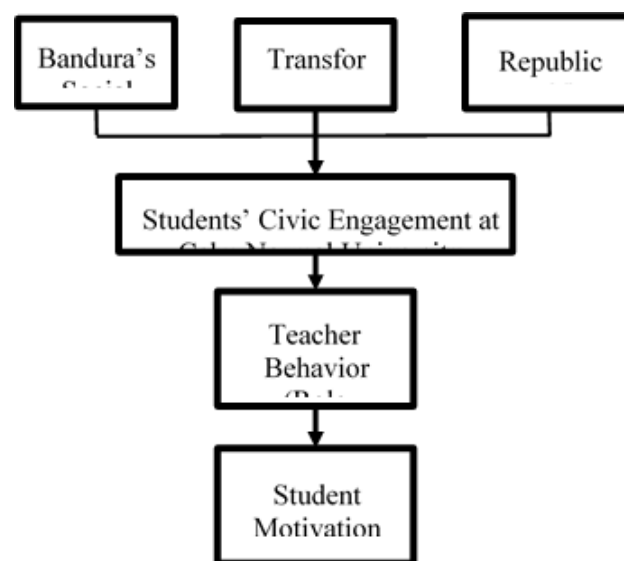
Higher Education Act of 1994

The civic engagement of students in this research is also connected to the Higher Education Act of 1994 (Republic Act No. 7722)^[18]. Policies from CHED, such as the Citizen Charter, emphasize the importance of transparency and student participation in the decision-making processes of the institution (CHED, 2020). This framework highlights

civic and community engagement as essential roles in shaping ethical and responsible citizens.

Teacher Behavior

Role modeling is an essential component in education that facilitates students' learning and affects their attitudes and behaviors. Thus, the study of Bazrafkan *et al.* (2020)^[4] aimed to examine the positive and negative characteristics of role models. They stated that the most important elements of role modeling for students include: individual characteristics, teaching skills, and professionalism. Their findings showed that the characteristics of a negative role model can also be classified into the main elements. It clearly shows how teachers should improve their influence as admirable role models by steering away from negativities and lifting up the good ones.



Student Motivation

Student motivation, as defined by Daria & Odevilas (2025)^[8], involves both internal and external impulses that drive students to participate in activities designed to better their communities and society. It includes involvement in volunteering, community service, political engagement, and social advocacy. This drives the student's desire to participate in civic engagement.

3. Statement of the Problem

This study aims to evaluate the impact of teacher behavior on students' civic and community engagement and to provide a comprehensive understanding of the influence of educators on students.

Specifically, this study sought to answer the question:

1. What is the level of students' civic engagement in terms of:
 - Attitude
 - Behavior
2. What is the level of the teachers' behavioral impact on students' civic engagement?
3. How does teachers' behavior influence students' civic engagement?

4. Methodology

4.1. Research Design

This study employed an explanatory sequential mixed-methods design, consisting of a two-phase scheme. This design aimed to collect qualitative data that would help explain the initial quantitative results in more detail and enable the researchers to investigate them more deeply (Creswell & Creswell, 2017) ^[7]. The first phase involved gathering quantitative data through a well-structured survey questionnaire and analyzing the findings. The second phase involved semi-structured interviews, which were utilized to develop the qualitative component.

4.2. Sampling Design, Research Respondents & Environments

In the first phase, Convenience Sampling was employed. Researchers collected quantitative data from the participants who were easily accessible, available, and willing to participate. For the second phase, the researchers used Purposive Sampling to select 10 students who were more civically active and influenced by their teachers, thereby obtaining meaningful and relevant insights. The respondents consisted of 40 students enrolled in Cebu Normal University, from the first to the fourth year levels, who were taking a Bachelor of Secondary Education Major in Social Studies. This study was conducted exclusively within Cebu Normal University - Main Campus. Participants were contacted virtually via Google Forms and Google Meet.

4.3. Research Instruments

Researchers utilized existing, validated surveys and scales from previous studies on the civic engagement of students. The Civic Engagement Scale (CES) was used to assess the students' two specific aspects of civic engagement – attitudes and behaviors. The Attitudes aspect consists of 8 survey questions, while the Behaviors aspect consists of 6 survey questions. CES provided helpful information about individuals' attitudes and behaviors of engagement in their community (Doolittle & Faul, 2013) ^[9]. To assess the impact of teachers' behavior on students' civic engagement, the researchers developed a researcher-made survey with 10 items, adapted and supplemented from the Civic Engagement Scale (CES). A 7-point Likert Scale was used to assess the students' civic engagement, first for the Attitudes aspect, where 1– Strongly Disagree, 2– Disagree, 3– Somewhat Disagree, 4– Neutral, 5– Somewhat Agree, 6– Agree, 7– Strongly Agree. Second, for the Behaviors aspect, where 1– Never, 2–Almost Never, 3– Rarely, 4– Sometimes, 5– Often, 6– Almost Always, 7– Always. Lastly, the impact of teachers' behavior, where 1– No Impact at All, 2 – Very Low Impact, 3– Low Impact, 4 – Moderate Impact, 5– High Impact, 6– Very High Impact, and 7– Extremely High Impact.

To further explore and explain the survey findings, the researchers conducted semi-structured interviews. Researchers prepared 10 researcher-made open-ended interview questions based on key themes from these

instruments and relevant literature. Screen recording was used to capture and accurately quote the respondents' answers.

4.4. Data Gathering Procedure.

The researchers conducted a study on students' civic engagement at Cebu Normal University – Main Campus. The data gathering process began by ensuring ethical clearance, followed by obtaining a letter of approval from the department of the College of Teacher Education, which was then submitted to the dean. The researchers produced a transmittal letter to proceed with their study. Once the dean's approval was obtained, the researchers began contacting the participants to seek their consent to participate in the study, assuring them that all information would remain confidential between the researchers and the informant. The informants confirmed their approval and offered their time to be interviewed.

Researchers used Google Forms for the survey and Google Meet for the interview, with the assistance of a screen or phone recorder to capture the informants' responses. Non-monetary incentives were offered to the participants. The researchers also collected the data for analysis and interpretation once the informants answered the interview questions.

4.5. Data Analysis

The data were gathered from the survey and interview, and the researchers analyzed them using descriptive and thematic analysis. The first phase involved the use of descriptive statistics to analyze quantitative findings, while the second phase employed thematic analysis to develop qualitative data. The researchers assessed the impact of teachers' behavior on students' community involvement through surveys. Thematic analysis was used, as described by Braun *et al.* (2019) ^[5], as a method for encapsulating patterns of themes across qualitative datasets. Braun and Clarke's (2006) six-step thematic analysis was followed: (1) Familiarization with the data, (2) Generate Initial Code, (3) Search for Themes, (4) Review Themes, (5) Define and Name Themes, and (6) Produce the Report. Meanwhile, descriptive analysis was employed as described by Loeb *et al.* (2017) ^[14], in which simple statistics that describe central tendencies and variation, such as the mean, median, mode, and standard deviation, were the most common tools used in descriptive work.

4.6. Ethical Considerations.

In the conduct of this study, the researchers critically observed and carefully examined each step to avoid any obvious errors and negligence. The respondents were informed that the data collected would be kept confidential. The researchers observed proper procedures in conducting the study and recognized that the participants' involvement would be highly valuable to the research beneficiaries. The informants were informed about the purpose and procedures of the study, which were included in the Google form and the interview.

5. Results and Discussion

Table 1: Students' response towards the level of civic engagement in the Attitude factor.

Attitudes Items	Mean	SD	Description
1. I feel responsible for my community	5.54	1.239	High Engagement Level
2. I believe I should make a difference in my community	6.1	1.081	Very High Engagement Level
3. I believe that I have a responsibility to help the poor and the hungry	5.425	1.196	High Engagement Level
4. I am committed to serve in my community	5.85	1.099	Very High Engagement Level
5. I believe that all citizens have a responsibility to their community	6.625	0.740	Very High Engagement Level
6. I believe that it is important to be informed of community issues	6.85	0.362	Very High Engagement Level
7. I believe that it is important to volunteer	6.075	1.047	Very High Engagement Level
8. I believe that it is important to financially support charitable organizations	5.25	1.256	High Engagement Level
Total	5.953	0.306	Very High Engagement Level

1.00 - 1.85 - Strongly Disagree

1.86 - 2.71 - Disagree

2.72 - 3.57 - Somewhat Disagree

3.58 - 4.43 - Neutral

4.44 - 5.29 - Somewhat Agree

5.30 - 6.15 - Agree

6.16 - 7.00 - Strongly Agree

Table 2: Students response towards level of civic engagement in the Behavior section.

	Behavior Items	Mean	SD	Description
1	I am involved in structured volunteer position(s) in the community	4.00	1.601	Moderate Engagement Level
2	When working with others, I make positive changes in the community	5.25	1.080	High Engagement Level
3	I help members of my community	5.36	1.047	High Engagement Level
4	I stay informed of events in my community	5.65	1.026	High Engagement Level
5	I participate in discussions that raise issues of social responsibility	5.23	1.387	High Engagement Level
6	I contribute to charitable organizations within the community	4.53	1.468	Slightly High Engagement Level
	Total	4.99	0.248	Slightly High Engagement Level

1.00 - 1.85 - Never

1.86 - 2.71 - Almost Never

2.72 - 3.57 - Rarely

3.58 - 4.43 - Sometimes

4.44 - 5.29 - Often

5.30 - 6.15 - Almost Always

6.16 - 7.00 - Always

Table 3: Teachers' Behavior Impact as perceived by students

	Items	Mean	SD	Interpretation
1	Fosters civic-minded behavior – such as volunteering or speaking out against injustices.	5.75	1.235	High Impact
2	Whenever I see my teacher actively joining public service initiatives increases my willingness to join.	4.38	0.740	Slightly High Impact
3	My teachers help me understand the importance of being involved in social issues	5.96	1.074	Very High Impact
4	Encourages participation in service projects that address climate change, social inequalities, or community challenges.	5.88	1.159	Very High Impact
5	Integrate real-world civic participation into the instruction, giving students opportunities to express opinions, explore and advocate for local causes, create informational media about public issues, and the like.	5.83	1.035	Very High Impact
6	Encourage collaboration on projects that address community issues.	5.85	1.189	Very High Impact
7	My teacher influences me when he/she shares about his/her experiences in the community.	5.68	1.289	High Impact
8	My teacher encouraged me/us to discuss social issues in class.	5.75	1.193	High Impact
9	Give students the opportunity to express their sentiments on social issues.	5.78	1.187	High Impact
10	I feel more encouraged to serve the community when civic engagement is discussed in class.	5.98	1.049	Very High Impact
	Total	5.68	0.155	High Impact

1.00 - 1.85 - No Impact at All

1.86 - 2.71 - Very Low Impact

2.72 - 3.57 - Low Impact

3.58 - 4.43 - Moderate Impact

4.44 - 5.29 - High Impact

5.30 - 6.15 - Very High Impact

6.16 - 7.00 - Extremely High Impact

Discussion

In Table 1, the Attitude Factors results revealed that social studies students demonstrate an Extremely High Level of Engagement as far as civic engagement involvement is concerned. The results of the attitude factor imply that the participants are quite active in society, especially when it comes to feeling responsible and committed to the community, as well as getting educated and believing in civic responsibilities. The overall mean of 5.953 (SD = 0.306) indicates that individuals had very high perceptions regarding becoming involved in the community. Hudson and Brandenberger (2022) confirmed that there is a huge correlation between the students' attitudes and beliefs with the moral and prosocial outcomes. This implies that the moral development of students and their participation in community-based activities could be significantly increased by the development of positive attitudes and a feeling of civic responsibility.

The Table 2, The behavior factor results revealed that Social Studies students are generally engaged in community activities, with a total mean of 4.99 (SD = 0.248), indicating a slightly high engagement level. This means that students have reported higher involvement in helping community members, staying informed about community events, and participating in discussions on social responsibility, while involvement in structured volunteer positions and contributions to charitable organizations were lower. This indicates that while students have a positive behavioral

orientation toward civic participation, their formal or organized engagement is less frequent. Timreck *et al.* (2024) confirmed that although youth nowadays frequently participate in non-formal civic activities, they continue to be underrepresented in official political activities. This suggests that positive orientations toward civic participation do not always translate into formal engagement; thus, offering structured civic activities may help students convert their positive attitudes into active, formal engagement.

In Table 3, the results revealed that teachers' behavior has a high impact ($M = 5.68$ & $SD = 0.155$) on students' civic engagement, with particularly very high impact ratings on items involving classroom discussions, real-world civic participation, and encouragement of service projects. This means that Students perceive that teachers who integrate civic-related activities, encourage collaboration, and provide opportunities for expression significantly influence their willingness to engage in social issues. These findings align with Bandura's Social Learning Theory (1977) ^[3], which emphasizes that individuals learn behaviors through observation and imitation of role models, such as teachers. Similarly, Brandenberger (2022) affirms that educators who model civic engagement foster students' moral growth and social responsibility. Teachers should continuously model civic-minded actions and embed community-based learning experiences to strengthen students' sense of civic duty and participation.

Table 4: Provides the codes, example verbatim responses, categories, and themes that were discovered to substantiate the results of the study.

Theme	Codes	Findings
Teacher Encouragement	Encourage (R4)	Students are inspired to help in civic engagements through their teachers' encouragement, which is led by example.
	She encourages us (R5)	Students became more aware of their civic rights and gained the confidence to speak up through their teacher's encouragement.
	Encourage (R10)	Students are involved in the community through their teachers' encouragement to give back to the community.
Role Modeling	Influence (R8)	Teachers can influence students by showing good values and setting an example.
	Inspiration (R1)	Students were inspired to take action when teachers were open-minded and showed genuine concern.
	Positive Behavior (R5)	When teachers show positive behavior, students tend to be influenced by them.
Teacher Enthusiasm	Contagious Enthusiasm (R5)	Students were inspired by their teacher's enthusiasm but discouraged by the inconsistent tone.
	Shared Happiness (R9)	The teacher's genuine passion and happiness in teaching civic issues were shared with the students, influencing them to participate and show the same positivity.
Empowering Students	opportunity to enhance my skills (R10)	Students enhance their skills, grow both personally and as a student leader because their teacher empowered them.
	inspired me to become more involved in community projects (R4)	Teachers who actively empower their pupils can encourage more civic engagement, leadership, and personal growth.
Mentorship	Their words, advice, wisdom (R1, Q10)	Students are highly influenced to exercise their civic duties by teachers with good mentorship and a caring attitude.
Values Instillation	(R9, Q10)	Students instill a behavior that pushes them to help people in the community through the mentorship of their teachers, who are taking the initiative in honing their civic skills.

Discussion:

Theme 1: Teacher Encouragement

Teacher encouragement is giving students the opportunity to develop the participatory skills and civic dispositions needed for exercising the rights, responsibilities, and duties associated with democratic citizenship (Burroughs, S., *et al.*, 2007). A teacher who purposefully encourages students to be thoughtful, critical, participative, and deliberate in terms of civic participation, which is backed up by the participants' response:

"The way she teaches us is that she encourages us to know our rights and things like that—she doesn't take sides. She persuades us to distinguish between what is right and wrong without directly telling us what exactly we should do." R5, Q1

"gina encourage jud mi niya to really get involve onto this kind of participation because kanang of course naa tay responsibility sa atoang community to contribute to our community and give back as well and mas meaningful man daw ang imohang life if naa kay nabuhat na something greater for other people." Our teacher really encourages us to get involved in this kind of participation because, of course, we have a responsibility to our community to contribute and give back, and your life becomes more meaningful if you have done something greater for other people." R10, Q1

"Because of this sa iyang good attitude good behavior so iyang good approach to the students uhm... he can ah... he can inspire us to help in civic ah... civic engagements. So na encourage mi because of his actions to help in civic engagements, mga good manners then good approach, good ah... good jud nga demeanor niya. mao na siya." (R4, Q2)

R5, R10, and R4 are encouraged by their teachers to speak up, get involved in the community, and be a good example to the community. R5 strongly shared how the teacher unbiasedly reminded them of their rights and encouraged them to speak up for their rights and be the voice to the voiceless. Similarly, R10 shared how the teacher, through encouragement, helped them gain a social purpose rooted in the idea of community contribution and moral fulfillment. R4 emphasized that teachers' actions and behavior in the community—such as how they conduct themselves and are approachable—can encourage students to participate in civic engagement. With the confirmation of Purta & Barber (2005) in their study, students who felt most encouraged to speak their mind by teachers were those with the most developed democratic skills. This is also affirmed by Lutaj (2016) [15], stating that the teacher plays an important role in encouraging students to civic actions. The data reveal that teachers' encouragements allow students to gain confidence and willingness to engage in civic actions. Allowing students to confidently voice out, actively participate, and letting them feel that they are supported. Teachers who set a good example can effectively educate and inspire students to engage in civic participation. Teacher encouragement focuses on cultivating civic abilities, understanding, experiences, and a feeling of empowerment to foster individuals who consistently and effectively engage in their communities throughout their lives.

Theme 2: Role Modeling

Teachers as a model for students must show good behavior and morals in the learning process so that it has implications for student behavior (Bandura, 1963) [3]. Teachers inspire students with positive values, behavior, and attitude that are essential for their well-being. This is supported by the responses of the participant:

"Yes, I believe...if teachers demonstrate or set an example to the students about civic participation kay ma influence gyud ang students...personally, kung ganahan kaayo ko sa teacher and naa pajud silay gipakita na good values, I tend to follow them." Yes, I believe that if teachers demonstrate or set an example for students when it comes to civic participation, the students will really be influenced. Personally, if I really like the teacher and they also show good values, I tend to follow them. R8 Q4

"If teachers are open-minded or express genuine concern about social issues, it really inspires me and other students to take action." R1 Q5

"It can really influence me because, if the teacher is active or has done something in the community, I tend to be influenced by that. For me, it really has an influence, especially when the teacher shows positive behavior." R5 Q10

R8, R1, R5 emphasize how teachers' actions and attitudes directly influence students' civic engagement. R8 highlighted that when teachers demonstrate civic participation and show good values, students are more likely to follow their example. R1 shared that teachers who are open-minded and genuinely concerned about social issues can inspire students to take action. Similarly, R5 mentioned that when teachers are active in the community and display positive behavior, it encourages students to do the same. Lumpkin (2008) confirmed that teachers become the role models for their students in knowledge, attitude, and behavior. Pasandaran, S., *et al.* (2018) also affirmed that teachers not only perform the transfers of knowledge but also play a role as a model. The evidence of such responses shows that teachers positively influence students' behavior to become more involved in civic participation, especially when teachers set an example. When role models show civic involvement, it tends to motivate students to follow and be inspired by the good examples. These results indicate that teachers' demonstration of positive values and civic engagement significantly shape students' civic attitudes and behaviors.

Theme 3: Teacher Enthusiasm

Teacher enthusiasm is an emotional expression of enjoyment and motivation in teaching that enhances student engagement. This being an emotional and motivational construct clearly shows how it positively affects student engagement, participation, and learning outcomes (Keller *et al.*, 2021). It's when teachers show real interest in what they teach, making lessons more alive and engaging. This positive attitude inspires students to participate, stay motivated, and enjoy learning. This is backed up by the participants' statements:

"like that—their enthusiasm is contagious through the way they talk or share their interests. But if I happen to hear that the teacher's tone seems to go against what they are expressing—even if they don't directly say that they

are against it. I kind of feel differently toward them, or I get discouraged.” R5, Q5

“So I think maka affect gyud ang level of enthusiasm ni teacher about sa civic issues. Enthusiasm kaayo siya about ato nga makahelp sa kuan, mao kuno na iyaha forte. Happy man kaayo siya sa iyahang gibuhay ba, then murag iyaha tong na share sa amo iyahang happiness. Kato, us students kay na influence gyud mi niya” So I think the teacher’s level of enthusiasm about civic issues really has an effect. She’s very passionate about helping others, and she said that it’s her forte. She’s very happy with what she’s doing, and it’s like she shared that happiness with us. Because of that, us students, we were really influenced by her. R9, Q5

R5 and R9 both described how a teacher’s enthusiasm greatly influences students’ motivation and perception toward civic issues. R5 shared that a teacher’s energy and passion can be contagious through the way they speak and express their interests. However, she also admitted that when a teacher’s tone or attitude seems to contradict their words, it can cause discouragement. On the other hand, R9 emphasized that her teacher’s genuine passion for helping others deeply inspired her and her classmates. The teacher’s joy and dedication to civic work were infectious, motivating them to participate and share the same sense of purpose. It clearly shows that the level of teachers’ interest in their teaching affects students’ motivation to learn. Teachers who are energetic and enthusiastic about their subject or task generally attach positive feelings and importance to how they teach (Schiefele & Schaffner, 2015; Zhang, 2014). The gathered responses and evidences indicate that a teacher’s enthusiasm strongly affects students’ motivation and involvement in civic activities. This shows that enthusiastic teaching not only enhances learning but also nurtures students’ sense of responsibility and active involvement in their communities. This implies that teachers have a significant influence in developing students’ sense of civic responsibility and participation. Their enthusiasm and genuine passion can inspire students to become more proactive, responsible, and involved members of society.

Theme 4: Empowering Students

Empowering students is banded about giving students control over the educational process and their post-educational lives (Harvey & Burrows, 1992). The influence of teachers on students’ civic engagement serves as an empowering force for their civic participation, as evidenced by the responses of the following participants:

“...gitagaan ko niya ug chance para ma hone akoang skills nga maka cater na mi ug students sa amoang projects ato amoang na established nga program sa school...para ma hone akoang skills, maka inspire pud kog ubang tawo, maka meet and interact pud ko sakoang co-student leaders.” He gave me the opportunity to enhance my skills so that we could better serve students through the program our school had established. It allowed me to grow both personally and as a student leader...helping me not only to improve my abilities but also to inspire others, and to connect and collaborate with my fellow student leaders. R10, Q6

“...maka inspire to take part of community projects since he used example, experience, real life situations, real life problems, and provide solutions.” He inspired me to become more involved in community projects because he often used real examples, personal experiences, and actual situations or problems from everyday life...and showed us how these could be addressed through practical solutions. It made learning more meaningful and encouraged me to take action in my own community. R4, Q7

R4 and R10 felt empowered by their teacher’s behavior as they were both given opportunities and voices to become more active and responsible citizens. R10 even emphasized that this experience allowed them to grow both personally and as a student leader, improving their abilities to inspire, collaborate with peers, and engage meaningfully in school initiatives. Their teacher’s approach not only supported their academic growth but also strengthened their sense of leadership and civic responsibility. Likewise, R4 shared that their teachers’ use of real-life examples and community-oriented lessons encouraged them to take action within their own community, transforming classroom learning into real-world involvement. This is confirmed by Pasandaran, S., *et al.*, (2018), as stated in their study, that teachers must act as leaders whose functions offer support, motivation, and inspiration to their students. The teacher’s ethical values and actions will establish a moral ground for students as they confront challenges in selecting different values throughout their lives. The evidence of such responses indicates that students feel empowered to take charge, develop their leadership abilities, and engage fully in their communities when teachers offer them direction, opportunities, and real-world examples. It illustrates how student empowerment flourishes when teachers trust and encourage students to make significant contributions both within and outside of the classroom. These results suggest that teachers can promote increased leadership, civic involvement, and personal development by actively empowering students.

Theme 5. Mentorship

Mentorship is a dynamic, growing connection that surpasses the conventional teacher-student paradigm. It involves establishing trust, promoting autonomy, and supporting the achievement of individual and career objectives (Nandini, N, 2025). It is a way of showing support, guidance, and encouragement from a person who is far more knowledgeable, this is supported by the responses of the participants:

“Their words, their advice or whatever or their wisdom really affects the students so teachers jud dapat ang mag lead og mag mold sa mind sa students to be active and to participate whatever civic engagement their students into.” It should really be the teachers who lead and mold the minds of the students to be active and to participate. - R1, Q10

“Amo teachers ato kay ganahan sila na muapil jud mi ug ingani, sila gali ni take ug initiative nga mangapil mi ug ingani. Tungod sa ilaha behavior kay na instill namo sa amoa to help others.” Our teachers back then really wanted us to join activities like that. In fact, they even took

initiative for us to participate. Because of this behavior, it was instilled in us to help others. -R9, Q10

R1 and R9 felt grateful towards their teachers' mentorship. As stated by R1, their words and advice carried wisdom that affects the students to the core. R1 believes that teachers should be the one to lead and mold students' minds to actively engage and participate in civic actions. Furthermore, the experience of R9 opened her eyes to volunteerism that was instilled through the mentorship of her teacher. Nandini (2025) confirmed that educators serve a crucial function as mentors in cultivating students' values and character, directing them towards enduring ethical and moral growth. The evidence and the responses of the participants solidifies the role of the teacher as a mentor who actively promotes civic action. It is through good deeds, advice, and their wisdom that the students are highly influenced to participate civically and develop their characters as a responsible young citizen of the country. This implies that good mentorship and guidance from the teacher plays an important role in shaping lifelong values and awakening students' civic participation.

6. Conclusion and Discussion:

Teacher behavior plays an important role in molding students' civic engagement. The results show that when a teacher acts as a good role model, establishes enthusiasm, and gives encouragement, they motivate students to become more active in civic participation. It is recommended that teachers continue to develop these positive behaviors through regular training and self-reflection. Schools should also give support to programs that promote encouragement, role modeling, enthusiasm, empowerment, and mentorship to build socially responsible and engaged students.

7. Thank-You Note

The authors would like to thank previous researchers for their valuable work on students' civic engagement and the influence of teacher behavior on community involvement. Their studies provided important insights that helped guide this research. We hope that this study will offer a better understanding of how teachers can support and encourage students' participation in community and civic activities.

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