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KNOWLEDGE AND AWARENESS ON SOCIAL ISSUES: A BASELINE STUDY FOR PROPOSED EXTENSION PROGRAM

Marilou O. Cuyos, MAEd

NSTP Department, Quirino State University, Cabarroguis Campus

Quirino Province

<https://orcid.org/0009-0000-1978-8764>

Marilou.cuyos@qsu.edu.ph

ABSTRACT :

Extension work focuses on entrepreneurship and livelihood development, overlooking social issues like gender sensitivity and environmental sustainability, leading to a fragmented approach that hinders economic empowerment and social awareness. which are essential for sustainable community development. This study sought to investigate the level of knowledge and awareness regarding social issues among students using case study. The process involved students and Social Sciences instructors to support the data, which will serve as the baseline for the implementation of the proposed extension program titled; GABAY LIPUNAN: Faculty Development Program on Social Issues Integration in Social Sciences and the KABATAANG MULAT: Student Formation Program on Critical Social Awareness and Community Journalism a twin proposed and initiatives designed to create a seamless and holistic ecosystem of social awareness formation. Based on the result tertiary students have the knowledge of various social issues but remain limited and needs further enhancement and development. There are seminars and activities related to social issue but lack of structured school-community involvement. It can be concluded that continuous integration of wide range social issues and actively promote social awareness in their teaching and learning processes is not necessary and the significance of consistent activities instead of single session seminars, given the crucial role of knowledge integration in fostering social awareness literacy among students.

Keywords: *Social Awareness, Social Issues, Extension Program, Gabay-Lipunan, Kabataang Mulat*

INTRODUCTION

Social awareness is the aptness to discern, empathize other people from varied backgrounds and cultures. To recognize and able to evaluate the similarities and differences on social issues from individual to varied group of people. The student's quality of our social awareness are somewhat deteriorated to worrisome level as news about degradation inflicted to our society that are frequently reported in the mass media. The significance of this situations is apparently with the occurrences of numerous social problems worldwide such as economic issues, poverty, educational systems, unemployment, drugs or substance abuse issues, corruption, health care and many more social issues. Furthermore, according to the Indonesian Dictionary (Kamus Besar Bahasa Indonesia—KBBI) defines social awareness as one's full awareness of rights and duties as a member of the society, this implies that a person with no social consciousness will find difficulties to understand their rights and obligations in the social life. Moreover, there are still those students who take initiative to participate and promote awareness on some of the social issues in our country. Unfortunately, the outcomes of their participation and promotion in are not enough and apparent due to some young people or teen agers are lack of social knowledge and awareness on the different social issues related to rights and duties as a member of the society. This understanding informs traditional ways of thinking of dualisms, ontologies, and agencies in socialization theory (Lin, et.al, 2023). Thus, these phenomenon needs to be enhance and developed more in order for them to be socially aware.

Individual's awareness of rights and duties must be nurtured in life of society, in order to grow a better, safe, secure and prosperous life. In addition to that, social awareness makes an individual to realize that human beings are social beings, being aware of the prevailing norms and able to awaken human beings creativity and may able to build a harmonious social life (Dilinka, 2025). It will also able to give them more knowledge on what are the things to pay close attention with, such as about our economic growth and social stability, unlike involving in any unnecessary issues like the celebrity controversies. With this understanding, relationships will be better, conflicts can be eased, and your impact on the world will be more positive. (Eli Straw 2023). That is why understanding what social awareness on a different issues related to their rights and duties and how to cultivate it within themselves is an important piece of success.

In addressing social issues awareness it is imperative to begin with the students' knowledge and awareness (Sivakumar, et.al, 2023). In addition, there are existing literature that inly focuses on classroom-based discussions and integration of the social issues but it lacks of empirical studies exploring integrated school-community awareness programs that actively involve both students and the community stakeholders. There are numerous study were they examined the student's level of awareness of social issues like substance abuse, teenage pregnancy, gender discrimination and the like, but limited research limited research on the effectiveness of structured school community awareness interventions. Lastly, there are numerous campaign awareness that are implemented as one time seminars, yet there are few studies evaluates the long time impact on student's values formation and community engagement.

There is also a noted gap in extension work that mainly focuses on entrepreneurship and livelihood development, while social issues awareness components such as gender sensitivity, environmental sustainability, and community involvement are not sufficiently integrated. This points to a lack of a holistic approach in extension work that seeks to achieve economic empowerment and social issues awareness at the same time. Furthermore, extension work does not sufficiently focus on building critical thinking, compassion, and social responsibility among extension program participants, which are

critical in building sustainable community development. Another noted gap in extension work is the lack of frameworks and models in fully incorporating social issues awareness components in extension work. Finally, there is limited evidence on the effectiveness and impacts of incorporating social issues awareness in extension work in building community involvement and social change.

Therefore, the researcher believes that there is a need to carry out a study that has the following objectives; a) To investigate students' knowledge and awareness of social issues among the QSU Cabaroguis Campus Students, b) How to enhance students' knowledge and awareness on the varied social issues, and lastly, c) To proposed a structured school-community social issues awareness extension activity that enhances the youth or students knowledge, attitudes and civic engagement toward identified social concerns.

Theoretical Framework

Social Awareness Theory. Pursuant to Greenspan 1981, the term "social awareness" can be characterized as the individual's ability to understand people, social events, and the processes involved in regulating social events. The emphasis on interpersonal understanding as the core operation in social awareness indicates that this construct is a cognitive component of human competence. Social awareness is a multidimensional hierarchical construct that includes:

Social Sensitivity (which subsumes the subdomains of role-taking and social inference) this refers to the empathy for others and the ability to infer; Social Insight (subdomains of social comprehension, psychological insights, and moral judgement) this refers to a good judgement and the ability to comprehend situations quickly and; Social Communication (subdomains of referential communications and social problem solving) this means the ability to interact appropriately with others, including problem solving interactions. Social awareness is one of the larger intrinsic of all-encompassing model of personal competence that also includes emotional competence, physical competence, conceptual intelligence and practical intelligence.

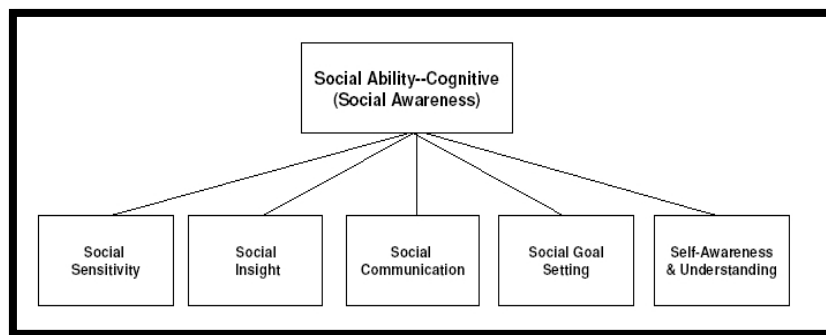


Figure 1 shows the theoretical framework of the study

Social Interpersonal Abilities Cognitive Component Theory. In this idea of cognitive social abilities, Greenspan's theoretical/conceptual model of personal competence has been most prominent. Conforming to (Wentzel 2002), the day to day experiences of students may raise socially related questions such as; how and why students strive to achieve social outcomes?, what type of social goal setting occurs?. Based from Greenspan's taxonomy model of social awareness on social cognitive models of motivations, social goal setting has been identified as an important characteristics related to teaching and learning processes.

Social goal setting can be defined as the setting goals to achieve specific social outcomes such as e.g., making friends, socially aware on the different social issues or even interact with others in certain ways like e.g., asking others opinion about social issues in the society. The major social cognitive challenge for students, is the settings goals in pursuit of self – awareness and understanding, peer acceptance ad avoidance of social issues conflicts (Parkhurst & Asher 1985). A schematic representation of an adapted Greenspan social awareness model is presented in Figure 1. In addition, according to Bruce (2010), an essential element of social awareness is the capacity to understand other people's emotions from their own perspectives and circumstances through empathy and sympathy.

The framework of Social Ability Cognitive (Social Awareness) can be applied to the community extension program by converting its five components into training modules that can help individuals develop their social skills. The components of this framework are social sensitivity, social insight, social communication, social goal setting, and self-awareness. By engaging in training activities such as workshops and community participation, individuals can develop their skills to understand other people and analyze issues within their community. They can also communicate their ideas and develop meaningful community projects. The community extension program can be applied through needs assessment, capacity building, and community participation. The community extension program can help individuals develop their social awareness.

RESEARCH METHODOLOGY

The approached used in this is a case study qualitative design. The preference of this method designs its relevance in studying a specific group of individuals which are the students and instructors concerning a particular phenomenon on the Student's knowledge and Awareness of Social Issues related to the Social Sciences General Education subjects. It also includes gathering in-depth data through different techniques, like interviews, observations, and analysis of documents. By investigating this phenomenon, instructors can develop alternative solutions or modify their teaching approaches in the different social sciences subjects, which will be a baseline for a proposed extension program.

Data were gathered qualitatively through classroom observations and interviews with selected 3 social sciences subject instructors conducted extension activities and five (5) selected students in each classes who were actively involved in any kind of leadership roles. In addition to interviews, field notes on classroom observations were also noted down. The following are the descriptions of each event involved in the study and explanation on how the methods have been carried out.

Classroom Observation through the Instructors, aside from the researcher's observation in teaching, the selected social sciences instructor will be participated by being respondents of the researcher. Social Sciences Instructor's field notes observations in their teaching are also needed and necessary. Classroom Observation through Student Activities, during the teaching and learning processes, the researcher as social sciences instructor, will be integrating social trends and issues, same as the selected Instructors. Aside from integrating social issues, every class meetings, the instructors will asked any current events digest, or issues in our country that relates to the given topics in the said subject wherein it is also included in the given syllabus by the researcher.

4	Identify the factors that facilitate economic globalization Articulate a stance on global economic integration Explain the role of international financial institutions in the creation of a global economy Narrate a short history of global market integration in the twentieth century	The Global Economy ✓ How it works ✓ Importance and Benefits ✓ Factors affecting the global economy ✓ Market Integration	Face to Face	Lecture Debate: The Student will debate or give their own opinion about the topic Film Viewing about Market Integration "The Corporation" directed by Mark Achbar and Jennifer Abbott NOTE: The instructor will integrate social issues related to the topic.	Link Sources: Global Economy https://www.edology.com/blog/accounting-finance/how-does-global-economy-work/ Issues and Concern https://credendo.com/en/knowledge-hub/four-challenges-global-economy-2022	Essay, quiz and debate about global economy issues and concerns . "that global free trade has done more harm than goods" Oral Recitation and Narrative report about the Film Viewing Activity	
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Figure 2: Sample of Outcome Based Social Science Syllabus in Contemporary World.

Interviews were also conducted with two different groups of participants which are the selected students who were actively involve in leadership roles and the selected social sciences subject instructors who were conducted extension activities. Nevertheless, appropriate semi-structured interview questions were prepared. However, the interview sessions with the subject instructors were conducted to find out their opinions of their teaching experiences and observations. For the students, each classes involved in the observations were ethically and conveniently picked. The students were also individually interviewed to investigate their knowledge and social awareness on the different social issues.

Focus should be given to ensure that future generations are well informed, educated and committed in sustaining a better society without ignorance of what is happening in our society. To be efficient, it would be better to integrate social issues in every social sciences subject during teaching and learning processes based on the strong relation between some social problems content or topics to the social issues. Contemporary World subject for instance, it can be used as a tool to raise students awareness towards corruptions, economic and sustainable problems and issues in our country. Understanding the Self and Gender and Society subject can also integrate LGBTQ+ and HIV/AIDS's issues and awareness, including other social sciences subjects like; Philippine Popular Culture, Ethics, Readings in the Philippine History and some social sciences General Education (GE) subject. There are various social studies subject that can integrate social issues. Given that the researcher as a social science specialist had already provided OBEdized course syllabus social sciences subject specifically, Rizal, Ethics, Contemporary World, Readings in the Philippine History, Good Manners and Right Conduct, Philippine Popular Culture, Understanding the Self including Purposive Communication to the General Educations Instructors of the Quirino State University Cabarroguis Campus, in order to evaluate, investigate and find out the knowledge and social awareness of the students on the different social issues.

RESULTS AND DISCUSSION

The result focuses on the students' social awareness in related to the social sciences general education subjects, based on the data gathered during observations, supported by analysis of interviews conducted on selected students and instructors.

Student Knowledge on the Different Social Issues

As the researchers purposely investigate students' knowledge and social awareness on the different social issues related to their social sciences subjects, the researcher used various social issues including poverty, employment rate, gender inequality, mental health stigma, pandemic issues, corruption and more that are surely related to the general education subjects. Topic guidelines from the given syllabus were utilized by the teachers and questions asked during interview sessions were similar on some of the given activities during the class discussion, in order to check the consistency of the students answer both on given activities and interviews.

Nevertheless, during their interviews, some of the students highlighted common social issues and their impacts on society. However, the results indicate that some students were able to articulate these issues clearly, either through their interview responses or assigned activities. Among the most frequently mentioned concerns were the following;

"...unemployment rate due to lack of opportunities..." (student1-written activity)

"one of the problems in our country is unemployment rate (student 2-interview)

"there are many students struggling from depression..." (student4)

"...teenage pregnancy is one of the reasons of poverty" (student3 written act)

These findings were extracted both from class activity and interviews concerning different social issues. Students generally have considerable knowledge and awareness on the different social issues in our society. According to Sivakumar et al (2023), due to the advent of technologies including social media, students already have the knowledge about the different and current social issues that is happening in our country. In relation to the current issues, based from the excerpted student answers, they were able to provide their own opinion regarding the different social issues.

"the government should also address the problems on unemployment rate in our country" (student 1-written)

"I wish there are more mental health program to student like us" (student4)

"in my own opinion, sex education is important to all students like us" (student3 written activity)

Based on the findings gathered from the interviews and written activities, the results reveal relatively consistent patterns. It can be concluded that students generally demonstrate knowledge and awareness of various social issues in society, their understanding tends to be surface level and lacks of depth or critical insight. In addition, apart from the gathered data given above, according to the researcher and Instructor 1 and 2, there are respondents who wanted to know more about the given issues during the discussions and activities. On the other hand, Instructors claimed that students are not completely ignorant since they know and already experienced some of the habitual social issues that is happening around them but do not have enough critical insights about it.

"Majority of the students have the idea on the different social issues but few of them have the in depth knowledge to provide critical insights..." (Instructor2)

"...some of my student also experienced phenomenal social issues, like those students whose member of LGBTQ+ community but many of them lack sufficient understanding or guidance on how to respond to or navigate these experiences" (Instructor1)

"...in the advent of social medias, they are already updated of what is happening... somehow they just ignore it" (Instructor1)

It is also an evident that students displayed their curiosity by being proactive and seek further details on a certain issues provided as examples and activities

during discussions. They mentioned that;

"Some students ask follow up questions to a given social issues awareness.." (Instructor1)

"there are students shows curiosity and some of them added some information regarding the mentioned social issues.." (Instructor3)

"based on my observations, I've seen many students showing interest regarding specific social issues" (Instructor2)

Upon analysis, tertiary students were found to possess a general awareness of social issues. While their understanding often lacks depth and critical insight, they are nonetheless able to provide relevant information and demonstrate curiosity about various societal concerns. This situation has a good impact in our society, to the different institutions and to the students as well (Amirad et al. 2021). The result shows that the students' feedbacks met the objective of the study, wherein to investigate their knowledge on social issues, the researcher thus reflected on the students social knowledge in a general level. Because the question posed by the researcher during the interview sessions are rather superficial. For instance, among the questions asked were *"what are social issues that they know about?"* and *"what is your opinion regarding the issue and what do you think would be the effect on it to the society?"*.

Student Awareness on the Different Social Issues

In the study, researchers had investigated student awareness through observations in all discussions and activities, to embed social issues on teaching and learning, as also indicated on the General Education Social Sciences Subject that Instructors must include current events on their class discussions and activities. Through the Instructor's observations during the teaching and learning, these are the following noted observations from the researcher and other Social Sciences Instructors.

- i) Students participated actively and seek more ideas and information regarding the social issues.
- ii) Students who were neither interested to participate nor actively involved during discussions and activities managed to stay put in their seats and listened attentively.
- iii) However, their attentiveness didn't stop there, they were able to show interest on the mentioned social issues.
- iv) When the Instructor provide social issues examples during discussion, there are students expressing their dissatisfaction, anger and concern towards the different social issues.
- v) Some of the activities like reporting and oral recitation, there are students had triggered their consciousness to look up for more information regarding the social issues like for examples; the PAGCOOR LOGO, the LGBTQ+ scandals and the issues on New Matatag Curriculum.
- vi) Students are more active and attentive in the process of teaching and learning when their slightest knowledge and awareness on social issues are being address.
- vii) The class discussion became alive and students became more active. They also have the eagerness to learn more about the social issues. The attention and eagerness of the students has allowed the researchers to ask and provide follow up questions related to the topics and social issues. For instance, the researcher asks on what actions and how they can contribute and some of their responses were:
"...as a student I need to cooperate to find a better solution, like to conduct program and activities that will inform about the LGBTQ+ community to avoid stereotyping.."
"...of course I will not stand still, since we already understood some of the health risk and negative effect of early pregnancy I will also use myself as a tool to enlighten others"

In a contrary, questions posed and ask to the instructors and students on the importance and necessity to learn and integrate social issues in their general education subjects. The respondent's reactions vary, among which include:

- "yes it is essential for us, even if we are already in the advent of the different social media platforms, some of us somehow neglected to understand and avoid some social issues.." (Student4)*
"Student nowadays are losing some interest and some of them are no longer interested on some of the important social issues, that's why it is necessary to add and integrate social issues.." (Instructor2)
"if we are more aware of what is happening in our society, we can prevent bad things like; early marriage, teenage pregnancy, unemployment, depression, stereotyping etc." (student5)

Based from the observations and results, students have the knowledge and moderately aware on the different social issues in our country. The Instructors need just to awaken their thoughts and ideas regarding those matters. Teachers should innovate social practices and adopt pedagogical practices in teaching and learning. Assumed that social issues is everywhere, and students need to be socially aware for their own growth and development as social human being.

Integration of Social Issues on Social Sciences Subject

In order to enhance student's knowledge and awareness, Integrating social issues in teaching and learning could be beneficial (Ekya 2022) through adding social issues on the different Social Sciences subjects, though, Instructors continually integrate social issues in their respective subjects and classes, the researcher noticed that students are more gradually became more aware and awaken their attention on the varied social issues that is happening nowadays in our country. In addition to that, integrating social issues could be beneficial to the society based from the study of Kazamia & Kafaridou (2019) that the student knowledge and awareness on social issues is one of the need in the community and how social issues can be assimilated in a design project to satisfy and enhance the social sustainability.

Thus, over the two semesters of data collection, some student leaders initiated programs that integrated awareness of various social issues. Additionally, there are few students expressed interest in having the researcher conduct a specific study on these issues in the country. This indicates that they are active and already possess a certain level of awareness regarding social concerns. However, some still lack in depth understanding and critical insight areas that need to be developed to prepare them for their future roles in society.

In addition, aside from integrating to the Social Sciences subjects, it would be better to conduct an extension program promoting social awareness on varied social issues. Aside from the programs or department, the Student Government council and the Registered Student Organization, including other units like National Service Training Program and Student Publication should also conduct an extension activity on Social Awareness on the varied social issues in our country.

In a contrary, continues integrations of social issues may also relates to the theory of social awareness theory of Greenspan. Through a constant social integration, students may able to enhance and developed their social awareness skills including social sensitivity, insights, communication, and able to set social goals. Thus, according to Drew C. (2023) that social integrations improved one's initiatives and able to promote cultural exchange & understanding, along with policies, aimed to reduce discriminations and social inequalities. This is really ongoing and dynamic process, which is why it is very important to continuously integrate it, which is necessary for the well-being of society.

Social awareness extension to the community serves as a catalyst for empowerment, resilience, and collective problem-solving, transforming the interaction between academic institutions and the public into a collaborative partnership. It addresses practical realities faced by community members, enhancing their emotional, technological, and practical skills. This empowerment ensures that communities actively participate in their own development, rather than being passive recipients of aid, fostering a sense of agency to drive progress and sustain change.

Moreover, social awareness extension is essential for building a community's capacity to manage public health crises and social challenges effectively. Engaging communities through culturally sensitive initiatives, such as health awareness programs, leads to more impactful messaging and behavior change. It cultivates a shared understanding of various issues, equipping communities to identify problems, mobilize resources, and collaborate on sustainable solutions, thus strengthening their social fabric and resilience.

Additionally, these programs cultivate empathy, civic engagement, and social cohesion by grounding learning in local wisdom and real-world contexts. They facilitate dialogue and mutual understanding among different groups, addressing immediate needs while building the social capital necessary for long-term, inclusive development. When individuals recognize the challenges of their neighbors, they are more likely to engage in civic life, advocate for equitable policies, and collaboratively foster an inclusive community where everyone can thrive. Ultimately, social awareness extension is about more than just disseminating information; it is about creating a compassionate, proactive social fabric.

Superficial Understanding on the Social Problems

Many of the students were primarily described their knowledge of the varied issues from social media exposure and attended a short seminars. Their awareness were already existed and recognized but their understanding were lacked of depth and contextual grounding. Some of them expressed challenges in articulating underlying reasons, effects and preventive actions.

"I knew some of it but not in detail, we just hear it from seminars and watch it on social media"

"As leaders, we also conduct awareness campaigns, but that's where it ends. Even the school has conducted numerous campaigns about social issues like gender sensitivity and bullying."

The findings indicates that understanding and awareness continues and remain fragmented and informal. Exposure to digital information does not guarantee into critical understanding or informed decisions and choices. Without structured facilitations and guidance, students or the youth might absorb incorrect or misleading narratives. The information also suggest that the school might completely embedded on institutionalized systematic discussions but has not fully promote critical thinking, evidence-based understanding and contextual analysis of the issue.

Though some of the participants were student leaders and consistently shared about seminars and activities occasionally, but these are just campus events and not coordinated to the experts and community stakeholders. Some of the social science instructor were also admitted that they conducted extension activities but there are no social awareness issues and it is purely an awareness campaign only.

"there are seminars discussed by experts about HIV, early pregnancy, substance abuse and more during our NSTP symposium but more on awareness" (Student)

"we conducted an LGBTQ awareness through pageant but there are no seminars included" (Instructor)

The student leader and the social science instructor shared that there are seminars and activities about the social issues particularly but lacks of in-depth involvement. This may appear to no formal mechanism that integrates planning, implementations and collaborations. This may address the second and third objective of the study which is to enhance the student awareness and to proposed a structured school-community social issues awareness extension activity that enhances the youth or students knowledge, attitudes and civic engagement toward identified social concerns.

Additionally, base from the responses, it can be highlighted the significance of consistent activities instead of single session seminars. It emphasize the possible advantages of collaborative planning, collective learning activities and on going participation strategies. This illustrates organizational preparedness and community receptiveness instead of resistance. It also indicates a chance for proactive intervention. The stakeholder may also recognize the importance of coordinated action and seem prepared to endorse structured initiatives.

CONCLUSIONS AND FUTURE WORKS

Generally, the study concludes that tertiary students shows that some of them have the knowledge and awareness of various social issues. While they are able to identify and describe common and current societal problems in the country, many struggle to provide substantial insights, critical opinions, or in depth analysis of the different social issues. This indicate that students' knowledge and awareness is sufficient but it could be further developed and enhanced, this is evident through observation of their positive attitudes and responses towards social issues.

Furthermore, Social development is very important, that is why Social Sciences Instructors should be more proactive to incorporate and integrate social issues in teaching and learning process. The inclusion of current events and social issues in teaching helps the students to become active and improved social interactions according to Apama Signh (2022). Social interactions are one of the best way to develop social awareness skills and this is how we can learn a lot by being socially active and interactive. Thus, Instructors claimed that students are not completely ignorant since they have the knowledge and already aware of the different social issues This situation have a good impact in our society.

In addition to that, integrating social issues could be beneficial to the society based from the study of Kazamia & Kafaridou (2019) that the student knowledge and awareness on social issues is one of the need in the community and how social issues can be assimilated in a design project to satisfy and enhance the social sustainability.

Conducting social awareness initiatives in the community through collaboration among various university organizations is crucial for community development. The involvement of university units like the National Service Training Program (NSTP), student publications, academic departments, and co-curricular organizations addresses the complex needs of communities in a comprehensive manner. NSTP drives hands-on engagement, mobilizing students for health campaigns, environmental projects, and literacy programs that address grassroots concerns. Student publications play a key role as the university's voice, amplifying community issues and shaping public discourse through investigative reporting and opinion pieces, thus raising broader awareness.

Academic departments offer evidence-based knowledge ensuring interventions are grounded in sound pedagogy (Maulida, et.al, 2024), while student organizations add creativity and relatability to awareness campaigns, engaging both youth and the general public. The synergy of this diverse institutional effort is essential, as social problems are complex and require multifaceted solutions. For instance, while the NSTP might create community gardens to combat food insecurity, student publications highlight the stories of families benefiting from such initiatives, inspiring further volunteerism and policy focus.

By ensuring effective communication and translating information into behavioral change, this collaborative model maximizes resources and fosters a culture of social responsibility. Additionally, students gain transformative educational experiences, developing empathy, leadership skills, and civic consciousness. This collective engagement is not just a series of activities but an institutional commitment that cultivates a more informed, empowered community while fulfilling the university's mission of service and societal transformation (Taylor, et.al, 2023).

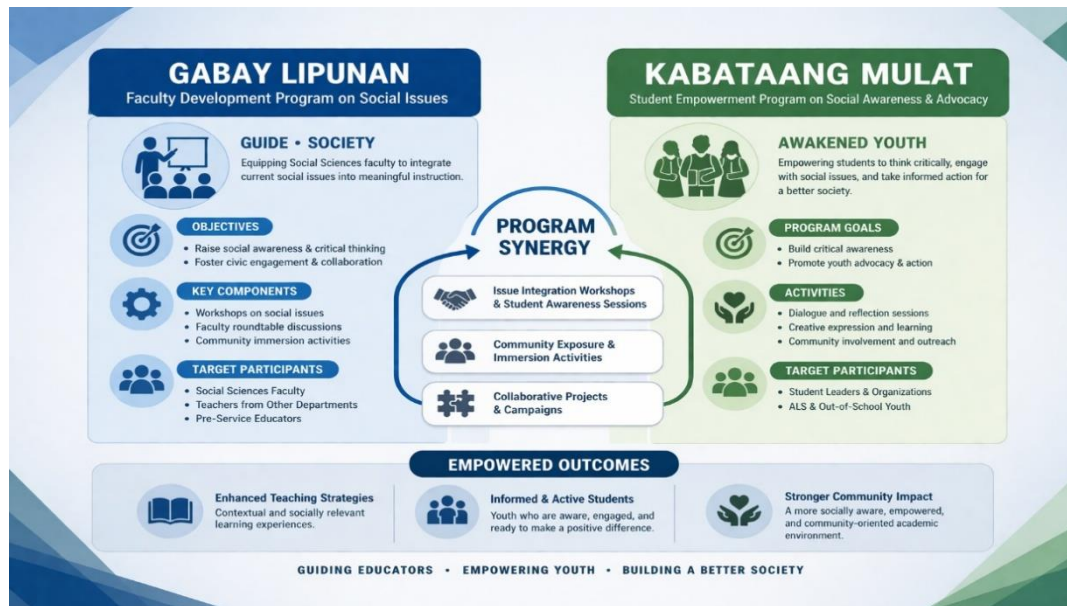


Figure 3: Flow of the connected programs that aim to strengthen social awareness in education

In addition to that, extension practitioners should expand the scope of the programs they conduct to include more activities that enhance the awareness of social issues, rather than mainly focusing on the promotion of entrepreneurship and livelihood programs. This will help the participants gain a deeper understanding of the various issues affecting the wider society. This will be a more holistic approach to the programs, as it will not only help the participants to be productive individuals but will also help them to think critically and be actively involved in solving the problems affecting the wider society.

Therefore, the GABAY LIPUNAN: Faculty Development Program on Social Issues Integration in Social Sciences and the KABATAANG MULAT: Student Formation Program on Critical Social Awareness and Community Journalism are twin proposed and initiatives designed to create a seamless and holistic ecosystem of social awareness formation within the university. GABAY LIPUNAN, meaning "Guide to Society," focuses on empowering Social Sciences instructors as mentors and pedagogical innovators by equipping them with updated content knowledge, reflective teaching strategies, and contextualized materials to effectively integrate contemporary social issues into their courses. KABATAANG MULAT, or "Awakened Youth," builds directly upon this foundation by targeting students through workshops, immersions, and platforms that develop critical thinking, media literacy, and a deep sense of social responsibility. Together, these programs ensure that social awareness begins in the classroom and extends outward into meaningful community engagement.

The transformative power of these programs is fully realized through their strategic integration with key university units, particularly the National Service Training Program (NSTP) and the student publication. Under this collaborative model, NSTP serves as the primary laboratory for community action, where the theoretical foundations laid by GABAY LIPUNAN-trained faculty and the critical consciousness cultivated by KABATAANG MULAT are translated into concrete projects such as health missions, environmental campaigns, and community immersions. Simultaneously, the student publication plays an indispensable role as the university's platform for advocacy and documentation, with student journalists producing compelling content that amplifies community voices and raises public awareness. Other university organizations, including academic clubs and socio-civic groups, are woven into this ecosystem, aligning their programming with the themes and values promoted by both initiatives.

In essence, GABAY LIPUNAN and KABATAANG MULAT form a comprehensive and self-reinforcing framework for social transformation. GABAY LIPUNAN ensures faculty are equipped to guide and inspire; KABATAANG MULAT ensures students are awakened and empowered to act; NSTP provides the arena for direct community engagement; and the student publication gives voice to the voiceless while holding power to account. Together, these programs ensure that social awareness becomes a defining characteristic of the university's identity, producing graduates who emerge not merely as degree holders but as socially responsive citizens, critical thinkers, and compassionate leaders committed to building a more just, equitable, and humane society.

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