

Enhancing Grade 10 Students' Civics and Citizenship Awareness Using the Smart Bullseye Strategy

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ABSTRACT

Araling Panlipunan promotes students' understanding of diverse histories and cultures. However, time constraints often prevent teachers from fully implementing flexible, student-centred approaches. This study aimed to enhance Grade 10 students' civics and citizenship awareness using the "Smart Bullseye" strategy during the 2024-2025 school year at a private institution in Ozamiz. The research utilized a single pretest-posttest research design involving 40 students selected through purposive sampling. Data were collected through a research-designed test questionnaire and analyzed using statistical tools, including mean, standard deviation, and t-test. Thus, the following are the key findings of the study: the level of students' civic and citizenship awareness before participating in Smart Bullseye Strategy fell under did not meet the expectations, the level of students' civic and citizenship awareness after participating in Smart Bullseye Strategy was outstanding, and there was a highly significant difference in students' civic and citizenship awareness before and after participating in Smart Bullseye Strategy. Implementing the Smart Bullseye Strategy significantly improves students' civics and citizenship awareness, promoting greater engagement and understanding. Educators may consider incorporating a range of effective teaching strategies to foster greater student engagement and improve their civics and citizenship awareness.

Keywords: Araling Panlipunan, awareness, civics, citizenship, strategy

INTRODUCTION

Araling Panlipunan helps students develop a deeper understanding of the world by exploring the lives, values, and experiences of people from different times and places (Baliling & Venus, 2020). To deliver these lessons effectively, teachers employ a variety of methods and strategies (Emralino, 2023). However, the challenge of adapting to more flexible and student-centred approaches, rather than relying on traditional methods, is often constrained by time. The shift in education has placed greater emphasis on how students learn rather than focusing solely on how teachers teach. In fact, a study revealed that 4.42% of teachers frequently consider their instructional methods when teaching Araling Panlipunan, highlighting the growing awareness of student-centred practices (Searles, 2022). Araling Panlipunan serves as a bridge between the past, present, and future, allowing students to connect with history, navigate the present, and prepare for what lies ahead (Balante et al., 2023).

Smart goals are developed by following specific guidelines. First, they must be Specific, meaning the goal clearly defines what is being pursued. Second, they should be Measurable, with a way to track progress through numbers or indicators. Third, they need to be Attainable, ensuring the goal is realistic and achievable. Fourth, the goal must be Realistic, meaning it should be practical and doable from a business perspective. Lastly, it should be Timely, with a set deadline for completion (Williams, 2019). Over time, as more people recognized the benefits of using SMART goals, the concept evolved into SMARTER goals (Lawlor, 2019).

Research has shown that, despite the emergence of modern educational approaches, many teachers are still transitioning to strategies such as student-centred classrooms (Abbas et al., 2019). The strategy is designed for use by a teacher and a group of students working together. It is then easily transferred into a method for students' independent study (Lathan et al., 2020). For subjects like Araling Panlipunan, fostering a student-centred classroom that promotes critical thinking is particularly crucial (Searles, 2022). However, there is a need for

further research to explore how Araling Panlipunan teachers implement this approach and the challenges they encounter. Such a study would provide valuable insights into the practical applications of this strategy and its impact on both teaching practices and student outcomes.

In a rapidly evolving world where civic engagement is crucial for social progress, equipping students with the skills and knowledge to participate meaningfully in their communities is more critical than ever. Civics education not only teaches students about governmental structures and societal norms but also encourages them to become active participants in shaping their civics and citizenship. In the context of Araling Panlipunan, which encompasses civics, history, culture, and society, the integration of game-based learning strategies remains underutilized. The Smart Bullseye Strategy offers several advantages. By encouraging individuals to set specific and meaningful goals, it increases clarity and motivation. The emphasis on measurability ensures that progress can be monitored and adjustments made as necessary. Attainability promotes realistic expectations, while relevance ensures alignment with larger ambitions. Finally, setting a timeframe creates momentum and prevents procrastination. Altogether, this strategy enhances the likelihood of goal achievement by fostering deliberate planning and focused effort.

Despite the effectiveness of game-based learning, the potential to enhance Araling Panlipunan remains largely unexplored. Combining interactive activities with the structured framework of Smart Bullseye can create more dynamic, student-centred learning experiences, empowering students to become informed and active members of society (Miles, 2017).

This action research aimed to enhance students' engagement in civics and citizenship in one of the secondary schools in Misamis Occidental during the S.Y. 2024- 2025. The study focuses on active and meaningful learning by helping students organize their knowledge, spark curiosity, and reflect on their learning process in Araling Panlipunan subject in Misamis Occidental during S.Y. 2024-2025 using the "Smart Bullseye" Strategy. The research targeted a specific group of students, limiting the generalizability of findings to educational contexts. The study focused on student engagement through the use of the smart bullseye strategy, which, while effective for promoting participation and curiosity, did not explore other instructional approaches that might complement engagement. Incorporating smart bullseye into Araling Panlipunan lessons can foster a more interactive and collaborative learning environment. It encourages students to share their ideas and build on each other's contributions, making the lesson more engaging and dynamic. Social interaction plays a key role in linking a sense of belonging and social connectedness to students' roles in Araling Panlipunan (Hermosa, 2024).

The researcher proposed Smart Bullseye to examine the mediating effect of social interaction on the relationship between a sense of civic engagement and social roles in Araling Panlipunan Grade 10 students. By introducing Smart Bullseye, students can promote collaboration and enhance the learning environment. The strategy aims to engage students actively, initially by making the connection between their prior knowledge and the information presented in the texts more tangible and concrete. This is achieved by eliciting what they already know about the specific information and how it is likely to be structured. Then, teachers guide the students to think of questions they need and want to have answered. Finally, students make notes and organize the old and new information in a graphic and elaborated written form.

In this study, the researcher utilized "Smart Bullseye" to enhance the performance of Grade 10 students in Contemporary Issues at a particular secondary public school in Misamis Occidental during the 2024-2025 school year.

Specifically, this study sought answers to the following questions:

1. What is the level of students' civic and citizenship awareness before participating in the Smart Bullseye Strategy?
2. What is the level of students' civic and citizenship awareness after participating in the Smart Bullseye Strategy?

3. Is there a significant difference in students' civic and citizenship awareness before and after participating in the Smart Bullseye Strategy?

METHODOLOGY

A. Research Design

This study employs a single-group pretest-posttest design to enhance active classroom engagement through the use of the smart bullseye strategy. This method is well-suited for creating a dynamic and enjoyable learning experience. Incorporating smart bullseye encourages Grade 10 students to actively participate in discussions about current issues, helping them build confidence and stay engaged in the learning process.

B. Research Setting

The study took place at the junior high school level, focusing on Grade 10 students at a private secondary school in Ozamiz City. This school is a whole secondary institution, serving students from Grade 7 to Grade 12. This school offers Araling Panlipunan subjects and accepts students from diverse backgrounds. It offers subjects prescribed by the Department of Education and one of these is Araling Panlipunan.

C. Respondents of the Study

The participants of the study were 40 grade 10 learners from one section that the researcher was teaching. They were selected using a purposive sampling technique. The selection of the participants was based on the following criteria: students who are enrolled in the school year as grade 10 students for the academic year 2024-2025; students who had Araling Panlipunan subject; and students who gave their full consent to serve as respondents of the study. Before the survey is conducted, the researcher will ensure that all those criteria are met. However, the researcher will not include other sections of the same grade level in the study.

D. Instruments

This study utilized the following instrument:

- a) **Civics and Citizenship Test.** It is a 30-item researcher-made test used to measure student awareness of the 4th grading period. These topics explore key issues, challenges, and developments related to civic duties, governance, and national identity. To ensure the validity of the assessment tool, it will undergo evaluation by experts, including the research adviser, school head, principal, and cooperating teacher. A pilot test will also be conducted with a separate group of students not involved in the main study. The reliability of the instrument will be confirmed by achieving a Cronbach's Alpha score between 0.7 and 1.0. This same instrument will be administered as both a pre-test and post-test.

In determining the test performance, the following scale will be used.

Score	Grade Equivalent	Interpretation
26-30	90-100	Outstanding
23-25	85-89	Very Satisfactory
21-22	80-84	Satisfactory
18-20	75-79	Fairly Satisfactory
1-17	74 below	Did not meet expectation

- b) **Lesson Plan.** The researchers developed a research-based lesson plan that incorporates Smart Bullseye activities to enhance students' awareness of civics and citizenship. This approach is grounded in

educational strategies that promote active learning and meaningful participation. Prior to implementation, the lesson plan will be carefully reviewed by the cooperating teacher and revised by the researchers. The lesson will be implemented with Grade 10 students at a secondary school in Misamis Occidental during the 2024-2025 school year.

E. Data Collection

- A. *Pre-Implementation Phase.* The researcher first sought authorization from the Dean of the College of Education. Upon receiving this, formal approval was requested from the school principal and the cooperating teacher. Once all necessary permissions and forms were secured, a pre-test was conducted to assess the student's level of engagement in the smart bullseye. The researcher also designed lesson plans and instructional materials that integrate smart bullseye learning into the teaching approach. Additionally, assessments and activities were developed in accordance with the teacher's lesson plans and PowerPoint presentations.
- B. *Implementation Phase.* The researchers presented and discussed lessons on contemporary issues using the smart bullseye activity as a collaborative learning strategy in the classroom. Detailed instructions will be provided to students on how the smart bullseye activity works, including its purpose, guidelines, and application during activities and assessments. After a month of implementing the strategy, an assessment was conducted to evaluate the level of student engagement in Contemporary issues.
- C. *Post-Implementation Phase.* The post-implementation phase involves compiling the data, analyzing the results, interpreting the findings, and reporting them to conclude. Recommendations will be provided, and the research study will undergo proofreading, editing, and finalization. Additionally, the research results will be shared with the relevant audience in a manner that is appropriate and suitable.

F. Ethical Considerations

All participants were fully informed about the study's objectives, procedures, and importance. Informed consent was obtained from each participant. The researcher ensured confidentiality by maintaining anonymity and guaranteeing that participants' names would not be disclosed (Mirza et al., 2023).

The study complied with Republic Act No. 10173, the Data Privacy Act of 2012, to ensure the protection of participants' privacy and data security. All collected data were securely stored to maintain confidentiality. Participants were informed of their right to withdraw from the study at any point without facing any negative repercussions. If a participant experienced fatigue or chose to discontinue, their decision was respected, and their participation was terminated. Participants were reassured that their well-being would be safeguarded and that all shared information would remain confidential.

G. Data Analysis

The researcher utilized descriptive statistics, specifically the mean and standard deviation, to evaluate students' performance levels before and after the intervention was implemented.

Mean and Standard Deviation. This will be used to assess the level of awareness among students before and after implementing the Smart Bullseye Strategy.

T-Test. This tool will be used to explore the significant differences in students' awareness before and after using the Smart Bullseye Strategy.

RESULTS AND DISCUSSION

A. Level of Students' Civics and Citizenship Awareness Before Participating in Smart Bullseye Strategy

Table 1: Students' Civics and Citizenship Awareness Before Participating in SMART Bullseye Strategy

Awareness Level	Frequency	Percentage	M	SD
Very Satisfactory	2	5.00	26.50	0.71
Fairly Satisfactory	3	7.50	18.33	0.58
Did Not Meet Expectations	35	87.50	11.83	3.80
Overall Performance	40	100.00	12.90	4.66

Note Scale: 26-30 (Outstanding); 23-25 (Very Satisfactory); 21-22 (Satisfactory); 18-20 (Fairly Satisfactory); 1-17 (Did Not Meet Expectations)

Table 1 presents the level of students' awareness before participating in the Smart Bullseye Strategy. The data reveals that the overall performance of the students exhibited a "Did Not Meet Expectations" level of awareness prior to the intervention. This lower mean score (M) confirms that this group, by far the largest, exhibited a generally weak understanding before the intervention, and the standard deviation (SD) indicates a relatively more minor spread compared to the overall group, suggesting that students who did not meet expectations had a more consistent level of low awareness (M = 12.90; SD = 4.66).

This large proportion underscores a significant gap in the student's initial understanding, highlighting a clear need for effective intervention. Thus, the substantial representation of students in the "Did Not Meet Expectations" category suggests a limited understanding or knowledge base regarding the subject matter before the implementation of the Smart Bullseye Strategy (M = 12.90; SD = 4.66).

Students are unlikely to pay attention to a topic unless intentional efforts are made to engage their interest and sustain their focus. Civic Education teachers are, therefore, expected to be resourceful and innovative in their approach to teaching and learning. They must apply appropriate approaches in their teaching methods. (Oliver et al., 2020). Although civic participation is vital for sustaining healthy and lasting democracies, students often face or perceive challenges that restrict their involvement. Key barriers to civic engagement included difficulty collaborating with peers and adults, a lack of peer motivation, emotional and social hurdles, and insufficient resources (Bauml, 2024).

Additionally, in the classroom setting, students are often given explicit criteria they must meet and are made aware of the accountability measures tied to these standards. They are usually expected to answer significantly more questions than they are encouraged to ask. Since autonomy is a key driver of self-motivation, it is not surprising that many students grow increasingly disengaged from learning as they advance through their education. This trend raises significant concerns about whether such a structured and restrictive educational model truly equips them for a rapidly evolving workforce that demands independence, critical thinking, and self-direction (Erwin, 2024).

There are numerous teaching methods and learning styles, each designed to enhance students' learning abilities and improve their understanding and engagement. Educational principles and pedagogy emphasize the nature of students' learning, the selection of teaching tools, and the creation of a suitable classroom environment. Such strategies can support students in addressing their educational needs while also stimulating their cognitive abilities to expand their knowledge and foster deeper learning. (Abulhul, 2021).

The study's findings emphasize the importance of teachers employing engaging teaching methods and promoting student autonomy to promote learning and participation. Addressing barriers to involvement and adapting to diverse learning styles can help students develop the skills needed for both academic success and future workforce challenges. The aspiration is for all students to develop into self-directed, lifelong learners characterized by qualities such as inquisitiveness, thoughtfulness, diligence, and intrinsic motivation. Achieving this necessitates ample opportunities for students to cultivate these mindsets and skills through practice.

Furthermore, fostering self-motivation involves providing students with choices regarding what and how they learn, enabling them to develop essential traits like curiosity, perseverance, and grit. Indeed, teachers played a crucial role in facilitating the teaching and learning activities.

B. Level of Students' Civics and Citizenship Awareness After Participating in Smart Bullseye Strategy

Table 2: Student's Civics and Citizenship Awareness After Participating in Smart Bullseye Strategy

Awareness Level	Frequency	Percentage	M	SD
Outstanding	31	77.50	27.61	1.26
Very Satisfactory	5	12.50	24.00	0.71
Satisfactory	2	5.00	22.00	0.00
Fairly Satisfactory	2	5.00	19.50	0.71
Overall Performance	40	100.00	26.48	2.57

Note Scale: 26-30 (Outstanding); 23-25 (Very Satisfactory); 21-22 (Satisfactory); 18-20 (Fairly Satisfactory); 1-17 (Did Not Meet Expectations)

Table 2 illustrates the students' level of civics and citizenship awareness following their participation in the Smart Bullseye Strategy. The results show that the majority of students achieved an "Outstanding" level of proficiency, indicating a significant improvement in their understanding following the intervention. The increased mean score (M) and relatively low standard deviation (SD) suggest not only a high level of awareness but also a consistent performance among students (M = 26.48; SD = 2.57).

Students in the "Outstanding" category demonstrate the effectiveness of the Smart Bullseye Strategy in enhancing student comprehension and mastery of the subject matter. Moreover, the data imply that structured and engaging interventions like this can significantly enhance learning outcomes and reduce performance gaps, making them valuable tools for addressing students' initial learning deficiencies and promoting academic success (M = 26.48; SD = 2).

Using effective teaching strategies helps students enhance their learning. Hence, teachers are encouraged to embrace creative and engaging teaching approaches that help students stay mentally present, think critically, and actively participate in the classroom. These approaches, known as Interactive Instructional Strategies, aim to make learning more meaningful and responsive to students' needs (Dhamija, 2020). So, "Effective Teaching Strategies" is a resource intended for teacher education students and educators across all levels of education, including Early Childhood, Primary, Secondary, Vocational Education and Training, and Higher Education. It is designed to help educators develop the skills necessary to teach effectively, empowering them to make informed, thoughtful decisions that enhance student learning and maximize educational outcomes (Killen & O'Toole, 2023).

Additionally, in the Araling Panlipunan subject, understanding citizenship is essential for forming identity and fostering active participation in community life. Civics education helps students understand their rights and responsibilities as citizens while also equipping them with the skills to participate in civic activities. Furthermore, Civics nurtures core values such as cooperation, tolerance, justice, democracy, and unity. The results of this study emphasize the importance of Civics in shaping individuals who are responsible, informed about their rights and obligations, and ready to play an active role in creating a better society (Mulyana, 2024). Moreover, Citizenship Education plays a key role in shaping democratic values in young people and society as a whole. It shows how these values can help guide the younger generation to better understand their rights and responsibilities as citizens. The best way to instill these democratic principles is through subjects taught in schools, with Citizenship Education being central to this process. Its goal is to nurture citizens who are aware of their roles in society,

capable of resolving conflicts peacefully, and committed to respecting unity and collaboration within their communities (Tuhuteru, 2023).

The findings indicate that the Smart Bullseye Strategy significantly improves students' civics and citizenship awareness, resulting in enhanced understanding and consistent performance. This underscores the value of employing engaging and structured teaching methods to bridge learning gaps while highlighting the crucial role of Citizenship Education in developing responsible, knowledgeable, and active citizens. Accordingly, the implementation of Araling Panlipunan instructional strategies, coupled with the application of 21st-century teaching methods, shows that these approaches can effectively enrich and transform the teaching of Araling Panlipunan concepts. Teachers should go beyond traditional pen-and-paper materials and consider using more engaging and practical resources that inspire students to explore new ideas, such as integrating dynamic teaching strategies.

C. Significance Difference in Students' Civics and Citizenship Awareness Before and After Participating in Smart Bullseye Strategy

Table 3: Student's Civics and Citizenship Awareness Before and After Participating in Smart Bullseye Strategy

Variables	M	SD	t-value	p-value	Decision
Before Participating in Smart Bullseye Strategy	12.90	4.66	17.24	0.00	Reject Ho
After Participating in Smart Bullseye Strategy	26.48	2.57			

Ho: There is no difference in students' awareness before and after participating in SMART bullseye strategy.

Note: Probability Value Scale: ** $p < 0.01$ (Highly Significant); * $p < 0.05$ (Significant); $p > 0.05$ (Not Significant)

Table 3 presents an analysis of the significant difference in students' Civics and Citizenship Awareness before and after engaging in the Smart Bullseye Strategy. The data includes the mean (M), standard deviation (SD), t-value, p-value, and the conclusion regarding the null hypothesis (Ho). The results reveal a "highly significant" improvement in students' Civics and Citizenship Awareness following their participation in the Smart Bullseye Strategy. Specifically, the pre-participation awareness level (M = 12.90, SD = 4.66) is compared to the post-participation level (M = 26.48, SD = 2.57), revealing a substantial increase ($t = 17.24$, $p < 0.001$). A p-value of less than 0.01 indicates a statistically significant difference.

These findings suggest that the Smart Bullseye Strategy effectively enhances students' Civics and Citizenship Awareness. The notable increase in the mean awareness scores highlights that the strategy has a significant impact on improving students' understanding and retention of the subject matter, with all findings showing highly significant differences ($p < 0.01$).

Teachers are urged to implement differentiated instruction to better support and enhance students' learning (Langcuyan et al., 2024). Additionally, school administrators may consider implementing adaptable educational approaches that cater to the diverse learning styles of students. This could involve integrating technology into classrooms and providing teachers with training on differentiated instruction techniques. By employing various teaching strategies, educators can effectively cater to the diverse learning needs of their students (Abdugaram & Asiri, 2024). With this, Araling Panlipunan educators should prioritize continuous professional development to enhance their ability to foster effective study habits and improve their students' comprehension skills. They need to participate in specialized training and workshops that focus on identifying the distinct learning abilities of students and implementing differentiated instruction strategies in their lessons (Baliling, 2020). Indeed, teaching becomes more impactful when educators thoughtfully apply strategies that resonate with students' interests, creating a more engaging and meaningful learning experience for them (Naparan & Alinsug, 2021).

The study's implications highlight the importance of integrating such strategies into instructional practices and ensuring ongoing professional development for educators to enhance student engagement and comprehension.

Hence, providing appropriate instructional materials and resources is vital to support effective teaching and learning. Additionally, the development of innovative instructional tools is recommended to enhance student learning outcomes across various disciplines. Continuous modification and refinement of teaching strategies may also be warranted to adequately address the evolving needs of learners. The innovation demonstrated significant potential for broader application across diverse educational contexts and subject areas, thereby making meaningful contributions to the comprehensive development of learners and enhancing pedagogical practices.

SUMMARY, FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

Summary

Araling Panlipunan promotes students' understanding of diverse histories and cultures. However, time constraints often prevent teachers from fully implementing flexible, student-centred approaches. This study aimed to enhance Grade 10 students' civics and citizenship awareness using the "Smart Bullseye" strategy during the 2024-2025 school year at a private institution in Ozamiz. The research utilized a classroom-based action research design involving 40 students selected through purposive sampling. Data was collected through a research-designed test questionnaire and analyzed using statistical methods. The study addressed the following research questions: 1) What is the level of students' civic and citizenship awareness before participating in the Smart Bullseye Strategy? 2) What is the level of students' civic and citizenship awareness after participating in the Smart Bullseye Strategy? 3) Is there a significant difference in students' civic and citizenship awareness before and after participating in the Smart Bullseye Strategy?

Findings

The following are the key findings of the study:

1. The level of students' civic and citizenship awareness before participating in the Smart Bullseye Strategy did not meet expectations.
2. The level of students' civic and citizenship awareness after participating in the Smart Bullseye Strategy was outstanding.
3. There is a highly significant difference in students' civic and citizenship awareness before and after participating in the Smart Bullseye Strategy.

Conclusions

- The study's findings led to the following conclusions:
1. Teachers who do not utilize effective strategies, such as the Smart Bullseye Strategy, struggle to fully engage students and enhance their civics and citizenship awareness.
 2. Implementing the Smart Bullseye Strategy significantly improves students' civics and citizenship awareness, promoting greater engagement and understanding.
 3. The difference in students' awareness before and after participating in the Smart Bullseye Strategy highlights the effectiveness of this approach in enhancing civics education.

Recommendations

1. Educators may consider incorporating a range of effective teaching strategies to foster greater student engagement and improve their civics and citizenship awareness.
2. Students may take an active role in class discussions and activities, which can significantly enhance their learning and understanding of civic responsibilities.

3. School administrators may prioritize organizing workshops and seminars that equip teachers with innovative instructional techniques to improve student outcomes.
4. Future studies may investigate the long-term effects of the Smart Bullseye Strategy on students' civics and citizenship awareness.

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