

Political, social, and civic awareness of Gen Z

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ABSTRACT

This study determined the level of Political Awareness, Social Awareness, and Civic Awareness of Generation Z learners, as well as the relationships among these three variables, at Montfort Technical Institute for the school year 2025–2026. The study employed a survey-correlational research design, with two hundred forty-four (244) Junior High School and Senior High School students selected through stratified random sampling from a total population of six hundred thirty-one (631) Gen Z learners. Data were gathered using three researcher-made instruments: a 28-item Political Awareness Questionnaire, a 28-item Social Awareness Questionnaire, and a 27-item Civic Awareness Questionnaire, all of which underwent face and content validation as well as pilot testing, yielding high Cronbach's alpha reliability coefficients. Descriptive statistics, including frequency count, percentage, mean, and standard deviation, were used to determine the levels of the three awareness domains, while Analysis of Variance (ANOVA) and Pearson r were employed as inferential tools to test the hypotheses at the 0.05 alpha level of significance. Findings revealed that Gen Z respondents exhibited "High" levels of Political Awareness ($M = 3.87$, $SD = 0.69$), Social Awareness ($M = 4.15$, $SD = 0.73$), and Civic Awareness ($M = 4.06$, $SD = 0.72$). Results further showed a statistically significant difference in Civic Awareness across the levels of Political Awareness ($F = 101.170$, $p = 0.000$) and across the levels of Social Awareness ($F = 156.152$, $p = 0.000$). Moreover, Pearson correlation analysis revealed strong, statistically significant positive relationships among Political and Social Awareness ($r = 0.819$, $p = 0.000$), Political and Civic Awareness ($r = 0.834$, $p = 0.000$), and Social and Civic Awareness ($r = 0.888$, $p = 0.000$). These findings indicate that Political, Social, and Civic Awareness among Gen Z are highly interconnected dimensions of consciousness, such that improvements in one domain correspond with improvements in the others. Based on these results, it is recommended that educators, parents, and policymakers adopt an integrated approach to civic education that simultaneously develops political literacy, social consciousness, and participatory civic skills, in order to cultivate a generation of informed, empathetic, and actively engaged citizens capable of contributing meaningfully to democratic and community life.

Keywords: Political awareness, social awareness, civic awareness.

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INTRODUCTION

Generation Z, generally defined as individuals born after 1995 through the early years of the 2010s, has emerged as the first generation to mature in a society characterized by pervasive digital technology, widespread internet connectivity, and extensive social networking. Unlike previous generations, Generation Z has integrated digital technologies into nearly every aspect of daily life, fundamentally influencing how they communicate, acquire information, and engage with political, social, and civic issues. Rozak (2025) described Generation Z as a highly individualistic cohort whose members remain deeply interconnected through social media networks, enabling them to exchange ideas and participate in public discourse beyond traditional geographical boundaries. As the generation situated between Millennials and Generation Alpha, Generation Z has been shaped by distinctive formative experiences including global economic uncertainty, climate related concerns, and the Coronavirus Disease 2019 pandemic, all of which have influenced their worldview and patterns of civic engagement. McKinsey (2024) further noted that Generation Z represents the first truly digital generation that perceives the internet not as a separate technological tool but as a natural extension of everyday reality. The considerable diversity within this cohort, ranging from adolescents to young professionals, further illustrates the complexity of understanding its political, social, and civic orientations.

Within this digital environment, political awareness has become an increasingly significant dimension of youth development because it shapes how individuals understand governance, democratic processes, and public affairs. Political awareness refers to an individual's knowledge and understanding of how political systems function, recognizing that levels of awareness vary according to personal experiences and access to information (Paul, 2025). Although political engagement was traditionally associated with voting age, contemporary technological developments have expanded opportunities for younger individuals to encounter and participate in political discourse long before reaching legal voting age. As Generation Z continues to emerge as one of the largest future voting populations, scholars anticipate that its distinct attitudes, values, and patterns of participation will substantially reshape political landscapes (Heys, 2024). Unlike previous generations whose political orientations were often strongly influenced by family traditions, many members of Generation Z have developed independent political perspectives shaped by diverse digital information sources and changing social environments. Della Volpe (2022) observed that these evolving political perspectives have contributed to more progressive forms of participation, particularly evident during recent international elections. Although concerns regarding limited political participation among Generation Z continue to exist, their evolving attitudes toward politics and government reflect broader transformations in how young people engage with democratic institutions. Galdamez (2024) emphasized that political awareness among Generation Z has grown considerably, challenging stereotypes that portray them as politically disengaged. Rather than passively accepting established norms, many members of Generation Z actively question existing structures, advocate for social justice, and participate in political conversations that reflect their values and aspirations. Such developments suggest that political awareness has become an important catalyst for societal transformation by encouraging informed participation and democratic engagement among future leaders.

Closely connected with political awareness is social awareness, which encompasses an individual's understanding of societal issues, cultural diversity, inequality, discrimination, and the needs of communities. Social awareness reflects not only knowledge of social realities but also empathy toward marginalized groups and sensitivity to social justice concerns. Seemiller and Grace (2019) observed that Generation Z demonstrates heightened concern for issues including racial equality, gender identity, mental health, environmental sustainability, and

cultural diversity. These perspectives are developed through multiple sources including formal education, social media, peer interactions, and everyday experiences within increasingly diverse societies. Consistent with these observations, findings reported by United Way NCA indicate that Generation Z represents one of the most socially connected and progressive generations, demonstrating strong commitment to addressing contemporary issues such as climate change, mental health, equality across race and gender, gun control, and financial security. Compared with preceding generations including Generation X and Generation Y, Generation Z has increasingly utilized digital platforms to amplify public discourse, advocate for policy reforms, and mobilize collective action around pressing social concerns. These patterns illustrate how digital communication technologies have expanded opportunities for social participation while reinforcing the importance of nurturing informed and socially responsible youth capable of contributing meaningfully to societal progress.

Civic awareness represents another essential dimension of democratic citizenship because it reflects individuals' understanding of their rights, responsibilities, community issues, and the importance of active civic participation. Beyond merely recognizing civic duties, civic awareness encompasses the willingness to engage in activities that strengthen democratic institutions and improve community welfare. Booth et al. (2022) emphasized that civic awareness serves as a critical link connecting political and social consciousness, demonstrating that stronger political and social awareness contributes significantly to the development of civic responsibility. As individuals become more informed about political systems and more sensitive to social concerns, they are more likely to participate actively in civic life, contribute to community development, and develop stronger feelings of social belonging. This interconnected relationship suggests that political awareness, social awareness, and civic awareness should not be viewed as isolated constructs but rather as mutually reinforcing dimensions that collectively shape democratic participation among Generation Z.

The growing body of literature therefore suggests considerable convergence regarding the importance of fostering political, social, and civic awareness among young people in increasingly complex democratic societies. Existing studies consistently demonstrate that Generation Z possesses unique characteristics shaped by digital environments, rapid information exchange, and heightened exposure to diverse political and social perspectives. However, while previous investigations have extensively examined individual aspects of political engagement, social activism, or civic participation, relatively limited empirical attention has been devoted to understanding the interrelationships among these three dimensions within specific educational contexts. This gap highlights the need for integrated investigations capable of explaining how political awareness, social awareness, and civic awareness collectively contribute to the development of informed, responsible, and engaged citizens.

The present study is conceptually anchored in complementary theoretical perspectives that collectively explain the development of political, social, and civic awareness among Generation Z. Cognitive Engagement Theory proposed by Ronald F. Inglehart in 1977 provides the primary framework for understanding political awareness by emphasizing that meaningful political understanding develops through active cognitive engagement rather than passive exposure to information. According to the theory, political awareness increases when individuals critically examine political information, evaluate the credibility of sources, and actively construct coherent interpretations of political events. Within the digital environment experienced by Generation Z, where political information is continuously disseminated through social media and online platforms, Cognitive Engagement Theory explains why constant exposure alone does not necessarily produce genuine political awareness. Instead, meaningful

political consciousness requires deliberate analysis, reflection, and critical evaluation of political content before informed judgments can be formed.

The study also draws upon Social Identity Theory developed by Henri Tajfel and John Turner to explain the formation of social awareness. According to this theory, individuals derive important aspects of their identity from the social groups to which they belong, including classifications based on race, gender, religion, socioeconomic status, and other social characteristics. These social identities significantly influence how individuals perceive inequality, discrimination, and social issues while shaping their relationships with members of both similar and different groups. Consequently, social awareness emerges from the interaction between personal experiences and broader societal structures that define group membership. For Generation Z, whose socialization has occurred during an era characterized by extensive discussions surrounding identity, diversity, and social justice, Social Identity Theory provides an important explanation for how online interactions, digital storytelling, and social activism influence awareness of societal issues. The theory further clarifies why particular social concerns resonate more strongly with certain groups and how digital environments contribute to the development of socially conscious perspectives.

Complementing these perspectives, Social Capital Theory formulated by Robert Putnam explains the development of civic awareness by emphasizing the importance of social networks, community participation, and civic engagement in strengthening democratic societies. According to the theory, social capital consists of the resource's individuals acquire through relationships, civic participation, and social trust. Putnam distinguished between bonding social capital, which strengthens relationships within similar groups, and bridging social capital, which connects individuals across diverse communities. Both forms contribute significantly to civic awareness by exposing individuals to civic institutions, promoting civic responsibility, and creating opportunities for community involvement. Applied to Generation Z, Social Capital Theory provides a useful framework for understanding how civic awareness may increasingly develop through digital communities, online activism, and virtual social networks as traditional forms of civic participation continue to evolve. The theory therefore raises important questions regarding whether digital social capital can effectively complement or replace conventional mechanisms through which civic awareness has historically been cultivated.

Taken together, Cognitive Engagement Theory, Social Identity Theory, and Social Capital Theory provide complementary explanations for the interconnected development of political, social, and civic awareness among Generation Z. Cognitive engagement explains how young people critically process political information, social identity clarifies how group membership shapes perceptions of societal issues, and social capital demonstrates how networks and participation foster civic responsibility. The integration of these theoretical perspectives supports the proposition that political, social, and civic awareness are dynamic and mutually reinforcing constructs shaped by cognitive processes, social experiences, and participatory engagement within both physical and digital environments.

Guided by these theoretical foundations and the existing body of literature, the present study sought to assess the level of political awareness, social awareness, and civic awareness among Generation Z learners of Montfort Technical Institute during the School Year 2025-2026. By examining these interconnected dimensions of awareness, the study aims to generate empirical evidence that will assist educators, policymakers, and youth organizations in designing responsive educational programs and developmental initiatives that strengthen political literacy, social consciousness, informed decision making, and civic responsibility. Ultimately, the findings are expected to contribute to the preparation of a generation of informed, socially responsible, and actively engaged citizens capable of participating meaningfully in democratic governance and community development.

Statement of the problem

This study aimed to determine the relationship among the political awareness, social awareness, and civic awareness of Generation Z. Specifically, it sought to determine the levels of political, social, and civic awareness among Generation Z learners, examine whether civic awareness differs across varying levels of political and social awareness, and determine the relationships among these three dimensions of awareness. To achieve these objectives, the study sought to answer the following research questions:

1. What is the level of political awareness of Generation Z?
2. What is the level of social awareness of Generation Z?
3. What is the level of civic awareness of Generation Z?
4. Is there a significant difference in civic awareness among the levels of political awareness of Generation Z?
5. Is there a significant difference in civic awareness among the levels of social awareness of Generation Z?
6. Are there significant relationships among the political awareness, social awareness, and civic awareness of Generation Z?

METHODOLOGY

This study was conducted to determine the Political, Social, and Civic Awareness of Gen Z students of Montfort Technical Institute for the school year 2025 to 2026, and it utilized the survey correlational research design. A survey is one method of collecting numbers to which is conducted by posing the same questions to a sample of individuals, and it is practical in cases whereby a researcher desires to explain or describe what a large group or even a few groups share in common (Sheppard, 2020). The primary aim of a survey is to obtain the same information of all the people in order to allow the researcher to explain, compare, or describe the way in which people think, feel, or behave, and surveys enable the researcher to collect massive information within a limited time and in a systematic manner to provide a sound numeric base on which to seek trends and connections between items (Ponto, 2015). A correlational study, on the other hand, is a type of research that examines the relationship between two or more things in their original state, indicating how the things are related and the strength of such relationship, which is typically represented by a number of correlations; correlational research has the ability to demonstrate trends but it does not establish causality of one thing against another, and it is particularly applicable to the study of natural variables that a researcher cannot or ought not to manipulate in a study (Bhandari, 2021). This research design was deemed appropriate for this particular study because the survey was used to gather data regarding the Political, Social, and Civic Awareness of Gen Z. The descriptive statistics used in this study were the frequency count, percentage, mean, and standard deviation, while the inferential statistics were the ANOVA and Pearson r, with the alpha level of significance set at 0.5 level of significance.

The participants of this study were two hundred forty-four (244) students randomly selected from the total population of 631 Junior High School and Senior High School students of Montfort Technical Institute for the school year 2025-2026. The participants were chosen using stratified random sampling, which involves dividing a group of people into smaller specific groups or strata that have common characteristics, after which all people of the subgroups are selected randomly in order to form the final sample (Simkus, 2023). The required number of participants was determined using the formula of Taro Yamane, and students were

selected at random using the stratified proportional sampling through the Fishbowl Method, meaning that all the names of the students per grade level were written on individual slips of rolled paper, placed in a bowl, thoroughly mixed, and the required quota of participants was drawn without looking to ensure every student had an equal chance of selection. The proportional allocation formula was used to obtain the appropriate sample size from the various groups or classes of the population involved in the study. The distribution of student respondents per grade level at Montfort Technical Institute showed that, in Junior High School, Grade 7 had a population size of 98 and a sample size of 39, Grade 8 had a population size of 88 and a sample size of 34, Grade 9 had a population size of 57 and a sample size of 22, and Grade 10 had a population size of 71 and a sample size of 27; in Senior High School, Grade 11 had a population size of 161 and a sample size of 62, and Grade 12 had a population size of 156 and a sample size of 60, yielding a total population size of 631 and a total sample size of 244.

The study utilized three sets of data gathering instruments, namely the 28-item researcher-made Political Awareness of Gen Z Questionnaire, the 28-item researcher-made Social Awareness of Gen Z Questionnaire, and the 27-item researcher-made Civic Awareness of Gen Z Questionnaire. In order to measure the level of Political Awareness of Gen Z learners, the 28-item researcher-made Political Awareness Questionnaire was used, containing statements regarding what the participants know, understand, and think about political systems, government structures, political processes, current events, and public policies concerning political decision-making and the impact of political decisions on society. For statistical purposes, the following numerical weights were assigned to the respective responses: a score of 5 corresponded to Always, 4 to Almost Always, 3 to Sometimes, 2 to Seldom, and 1 to Never. For the descriptive interpretation of the mean score, the following scale was used: 4.21 to 5.00 was described as Very High, 3.41 to 4.20 as High, 2.61 to 3.40 as Average, 1.81 to 2.60 as Low, and 1.00 to 1.80 as Very Low. This instrument underwent content validation by teachers of Montfort Technical Institute (MTI), Inc. and a panel of experts, and after face and content validation, it was pilot tested to thirty (30) Gen Z students who were not included as participants of the study but had similar characteristics to the actual participants. The result of the pilot testing was used in determining the reliability of every item in the instrument using Cronbach's alpha, after which the decision was made whether the item was retained, revised, or rejected, with the reliability coefficient computed using Cronbach's Alpha and a value of 0.85 or higher indicating high internal consistency.

In order to measure the level of Social Awareness of Gen Z learners, the 28-item researcher-made Social Awareness Questionnaire was used, which also contained statements regarding the awareness of the participants on social issues and cultural diversity, inequalities in society, societal needs, and relationships among people. For statistical purposes, the same numerical weights were assigned to the respective responses, with a score of 5 corresponding to Always, 4 to Almost Always, 3 to Sometimes, 2 to Seldom, and 1 to Never, and the same descriptive interpretation scale was used, wherein 4.21 to 5.00 was described as Very High, 3.41 to 4.20 as High, 2.61 to 3.40 as Average, 1.81 to 2.60 as Low, and 1.00 to 1.80 as Very Low. This instrument likewise underwent content validation by teachers of Montfort Technical Institute (MTI), Inc. and a panel of experts, and after face and content validation, it was pilot tested to thirty (30) Gen Z students who were not included as participants of the study but had similar characteristics to the actual respondents, with the result of the pilot testing used in determining the reliability of every item in the instrument using Cronbach's alpha, after which the decision was made whether the item was retained, revised, or rejected. The reliability coefficient was computed using Cronbach's Alpha, and a value of 0.85 or higher indicated high internal consistency.

In order to measure the level of Civic Awareness of Gen Z learners, the 27-item researcher-made Civic Awareness Questionnaire was used, containing statements concerning the knowledge of participants regarding their rights, duties, and responsibilities as members of a community. For statistical purposes, the same numerical weights were assigned to the respective responses, with a score of 5 corresponding to Always, 4 to Almost Always, 3 to Sometimes, 2 to Seldom, and 1 to Never, and the same descriptive interpretation scale was used, wherein 4.21 to 5.00 was described as Very High, 3.41 to 4.20 as High, 2.61 to 3.40 as Average, 1.81 to 2.60 as Low, and 1.00 to 1.80 as Very Low. This instrument underwent content validation by teachers of Montfort Technical Institute (MTI), Inc. and a panel of experts, and after face and content validation, it was pilot tested to thirty (30) Gen Z students who were not included as participants of the study but had similar characteristics to the actual respondents, with the result of the pilot testing used in determining the reliability of every item in the instrument using Cronbach's alpha, after which the decision was made whether the item was retained, revised, or rejected. The reliability coefficient was computed using Cronbach's Alpha, and a value of 0.85 or higher indicated high internal consistency.

The researcher-made Political Awareness for Gen Z Questionnaire originally consisted of thirty (30) items, and the reliability analysis conducted on these thirty (30) items yielded a Cronbach's alpha value of .939, indicating excellent internal consistency; however, upon further evaluation, two (2) items were identified and deleted, and despite the removal of these items, the scale demonstrated high reliability, and the remaining twenty-eight (28) items were retained as the final statements in measuring respondents' level of Political Awareness. The researcher-made Social Awareness for Gen Z Questionnaire originally consisted of thirty (30) items, and the reliability analysis conducted on these thirty (30) items yielded a Cronbach's alpha value of .930, indicating excellent internal consistency; however, upon further evaluation, two (2) items were identified and deleted, and despite the removal of these items, the scale demonstrated high reliability, and the remaining twenty-eight (28) items were retained as the final statements in measuring respondents' level of Political Awareness. The researcher-made Civic Awareness for Gen Z Questionnaire originally consisted of thirty (30) items, and the reliability analysis conducted on these thirty (30) items yielded a Cronbach's alpha value of .938, indicating excellent internal consistency; however, upon further evaluation, three (3) items were identified and deleted, and despite the removal of these items, the scale demonstrated high reliability, and the remaining twenty-seven (27) items were retained as the final statements in measuring respondents' level of Political Awareness.

Permission to conduct the research was first secured from the Dean of the Graduate School of Filamer Christian University, and subsequently, permission was sought and obtained from the School Principal of Montfort Technical Institute to conduct the study within the school. Upon approval, the research instruments on Political, Social, and Civic Awareness of Gen Z underwent pilot testing to ensure their reliability and validity, and the pilot test was administered to a group of Generation Z students who were not to be included in the actual study. After the reliability of the instruments had been established, the researcher formally requested permission from the students to participate in the study, and informed consent was secured from all the participants to ensure that they clearly understood the purpose and objectives of the research, as well as the voluntary nature of their participation. The researcher also guaranteed that data privacy and ethical standards were strictly observed in maintaining the confidentiality and anonymity of all information gathered. The questionnaires were personally distributed by the researcher to the participants, and participants were given sufficient time to complete the survey questionnaires; throughout the entire data gathering process, all ethical and institutional guidelines were observed. The data obtained from the tests

were processed, encoded, and analyzed using the Statistical Package for Social Sciences (SPSS).

The following statistical tools were employed in the analysis of the data gathered. Frequency count and percentage were used to determine the number of respondents in every section. The mean was computed to determine the average levels of Political Awareness, Social Awareness, and Civic Awareness among the respondents, providing a central value that represents the typical awareness level within the sample. Standard deviation was calculated to measure the variability or dispersion of scores around the mean, indicating how homogeneous or heterogeneous the awareness levels are among the Gen Z students. Analysis of Variance was used to determine the significant differences of Civic Awareness of Gen Z among the levels of Political and Social Awareness of Gen Z. Pearson r was used to determine the degree and direction of the linear relationship between Political Awareness and Civic Awareness, and between Social Awareness and Civic Awareness. All inferential tests were set at the 5% alpha level of significance.

RESULTS AND DISCUSSION

This chapter presents and discusses the results of the investigation involving two hundred forty-four (244) Junior High School and Senior High School students of Montfort Technical Institute, selected through stratified random sampling from a total population of 631 Gen Z learners, for the school year 2025 to 2026. The discussion is grounded in the data gathered using the survey correlational research design, employing the 28-item researcher-made Political Awareness Questionnaire, the 28-item researcher-made Social Awareness Questionnaire, and the 27-item researcher-made Civic Awareness Questionnaire, all of which underwent face and content validation as well as pilot testing to establish reliability through Cronbach's Alpha. The results were analyzed using frequency count, percentage, mean, and standard deviation as descriptive statistical tools, and Analysis of Variance (ANOVA) and Pearson r as inferential statistical tools, with all inferential tests set at the 5% alpha level of significance. The results that follow are interpreted directly in relation to the objectives of the study, namely to determine the levels of Political, Social, and Civic Awareness of Gen Z, to determine whether significant differences exist in Civic Awareness across the levels of Political and Social Awareness, and to determine whether significant relationships exist among Political, Social, and Civic Awareness of Gen Z.

The results revealed that Gen Z respondents have a "High" level of political awareness, with a computed mean of 3.87 and a standard deviation of 0.69. Since the mean falls within the range of 3.41 to 4.20, it is interpreted as "High," indicating that respondents generally possess strong knowledge and understanding of political concepts and government processes. This outcome can be explained by a number of factors. First, Gen Z has been raised in a very digital and information saturated world, in which news, political information, and social conversations are easily accessible via social media and the internet, and this exposure enables them to remain updated and form opinions about political issues with greater ease compared to past generations. Second, they might have been enhanced by educational programs and civic education that strengthen their political knowledge and critical thinking skills. Finally, the growing prominence of social issues and activism over the past few years could have stimulated the interest and involvement of the youth in politics. The implication of this high degree of political awareness is noteworthy, as it means that Gen Z will be more willing and capable of being active and informed citizens in democratic processes, including voting, advocacy, and community engagement, and a politically conscious young population is capable of providing responsible leadership since they are in a better position to assess leaders, policies, and issues of concern. Furthermore, such awareness can lead to increased civic responsibility and social

awareness, which can promote social change, although this also means that they have to be guided continuously to ensure that the information they receive is accurate and that their interaction remains constructive and informed.

This finding is in accordance with the research conducted by Sandoval (2025), evaluating the democratic and civic orientation of Generation Z, in which most participants supported the importance of electoral integrity and treatment based on identical terms and conditions, reflecting an increase in political awareness. The high political awareness of Generation Z is also supported by Parker et al. (2019), who reported that more recent generations, specifically Generation Z, are becoming more politically engaged and hold stronger views and party positions than older generations, with 70 percent of Gen Z participants preferring active governmental involvement in solving societal issues, a significant increase compared with the respective 53, 49, and 39 percent of Gen X, Baby Boomers, and the Silent Generation. Moreover, according to Terriquez and Kwon (2015), youths who engage with political content on social media possess more political knowledge and are more likely to participate in civic behavior, implying that digital platforms serve as effective avenues for political learning and participation among youth. On the other hand, Maheo and Gelineau (2022), in their study of Generation Z in Canada, dispute the notion of uniformly high political awareness, finding a substantial gap between the level of knowledge of public figures and party campaign promises among Generation Z compared to older Canadians aged 35 and above, and cautioning that reliance on social networks and web applications for news may reduce interest in political news while increasing vulnerability to misinformation.

The results further revealed that the level of Social Awareness of Gen Z is "High," with a computed mean of 4.15 and a standard deviation of 0.73. This finding implies that Generation Z respondents tend to possess a high level of awareness of social issues, understanding of others, and their role and responsibility in society. Several factors could have contributed to this result. Gen Z has been subjected to international discourse on social justice, equality, and environmental sustainability at a young age, usually through social media, online movements, and curriculum-based education that stresses civic participation, and this exposure makes them more aware of the issues faced by society as well as the needs and rights of different groups. Moreover, having been raised in a highly connected world enables them to observe social events in real time, fostering empathy and responsibility toward collective well-being. This high social awareness implies that Gen Z will likely be innovative in achieving positive social change, engaging in volunteer work, advocating for oppressed groups, and promoting programs that address social issues, while their enhanced social awareness can result in better community involvement, collective problem solving, and support for non-discriminatory policies.

This finding is highly supported by available literature, including the survey conducted by United Way NCA (2023) on Gen Z activism and social engagement, which found that nine of every ten Gen Z respondents stated that they were passionate about a social cause, indicating that the high degree of social consciousness observed in the current statistics is not an isolated or context-based observation but a widely recorded trait of this generation. In addition, the large-scale research by Mas-Manchon et al. (2024) discovered that Generation Z placed the highest Corporate Social Responsibility (CSR) rating relative to other generational groups across four aspects of social responsibility, namely ethical, environmental, social, and labor, a pattern that mirrors the logic of the present study's mean score and supports the classification of Gen Z's social awareness as higher than that of other generations. Roy et al. (2025) further attribute this heightened awareness to Gen Z's unprecedented access to global connectivity via digital technology, which has exposed them early in life to different people, cultures, and perspectives, resulting in a more empathetic, open, and socially aware generation. However, a

study by Koo and Kyrychenko (2023) disproves the popular belief that Gen Z, being digital natives, necessarily possesses a high level of awareness of social realities, finding instead that Gen Z, along with women, conservatives, and less-educated individuals, were more prone to misjudging the truthfulness of news headlines, suggesting that their sense of social consciousness might at times be distorted or uninformed rather than accurate.

The results also revealed that the level of Civic Awareness of Gen Z is "High," with a mean of 4.06 and a standard deviation of 0.72, indicating that respondents tend to possess a solid grasp of their rights, duties, and obligations as members of a community and society. This finding can be explained by their exposure to civic education, social media debates on governance and community-related matters, and practical experience in volunteerism and social programs, with such constant exposure characterizing Gen Z's appreciation for civic responsibility, including voting, civic participation, and support for social well-being. The implication of such a high level of civic awareness is that Gen Z will be more willing to engage in political processes and development programs within the community, enhancing better governance, social justice, and collective action for community improvement, while also enabling them to be more critical in analyzing policies, championing their rights, and cooperating in finding solutions to societal issues.

This observation is supported by a substantial body of literature on the processes through which Gen Z attains and demonstrates high civic awareness. Pang et al. (2022) conducted a systematic review and meta-analysis of 42 empirical studies and found that the use of social media correlates positively with civic engagement among younger cohorts, while Kahne and Bowyer (2018) examined the connection between participatory politics, defined as interactive, peer-based activities through which individuals and groups exercise voice and influence over social concerns, and civic awareness, finding that digital and participatory channels of political participation help increase civic awareness among young people and position them as civic actors. Cohan and Tobias (2016) similarly studied critical civic engagement in youth and concluded that young people are inclined to perceive civic engagement critically and object to existing power relationships and inequalities within their systems. However, according to research by the Center for Information and Research on Civic Learning and Engagement and Protect Democracy (2025), although Gen Z may profess strong democratic beliefs, this does not always translate into actual civic action, with youth who are less civically and media literate, less connected to democratic institutions, or lacking resources to participate actively being most likely to distrust democracy and lose faith in the system.

Turning to the inferential results, the Analysis of Variance revealed a statistically significant difference in Civic Awareness among Gen Z respondents based on their levels of Political Awareness, with a between-groups sum of squares (SS) of 79.644, degrees of freedom (df) of 4, and mean square (MS) of 19.911, compared against a within-groups sum of squares of 47.037, df of 239, and mean square of 0.197, yielding a total sum of squares of 126.68 with 243 total degrees of freedom, resulting in a computed F value of 101.170* with a significance level (Sig.) of 0.000, which is less than the conventional alpha of 0.05, indicating that the obtained difference is highly unlikely to have occurred by chance. This result implies that civic awareness is systematically related to the level of political awareness among respondents, such that respondents who are more politically aware are also more informed about governmental processes, policies, and civic responsibilities, and are thus more capable of understanding their duties and responsibilities as citizens, whereas respondents with lower political awareness may be less informed about political systems, which may limit their involvement in civic activities. This finding implies that civic awareness can be strengthened directly by improving political awareness, and that educational programs, social campaigns, and community activities aimed at enhancing Gen Z's political literacy are likely to produce a more civically engaged

generation, suggesting that policymakers and educators should consider integrating political education into civic training.

This result is consistent with the assertion of Galston (2018), who identified political awareness, defined as knowledge about political systems, current events, and public affairs, as a powerful predictor of civic competence, since well-informed individuals tend to embrace civic responsibilities related to voting, discussing civic issues, and community engagement. Torney-Purta (2002) likewise found, through cross-national comparative analysis, that educational systems encouraging political literacy and civic identity foster stronger political-civic consciousness among young populations, particularly Generation Z. In contrast, Sinaga et al. (2025) established a non-intuitive and non-linear correlation between political awareness and intentions toward civic behavior, finding that individuals with low to moderate political awareness exhibited a stronger relationship between effort expectancy and behavioral intention, whereas among highly politically informed individuals, perceived ease of participation did not significantly influence intention to engage civically, suggesting that increased political awareness among Generation Z does not necessarily correspond to proportionally increased intentions toward civic engagement. Based on the obtained F value of 101.170 and a significance level of 0.000, which is less than the 0.05 alpha level, the null hypothesis stating that there is no significant difference in Civic Awareness among the levels of Political Awareness of Gen Z is rejected, reinforcing a strong and meaningful relationship between political awareness and civic awareness among Generation Z.

Similarly, the Analysis of Variance revealed a statistically significant difference in Civic Awareness among Gen Z respondents based on their levels of Social Awareness, with a between-groups sum of squares of 91.62, df of 4, and mean square of 22.90, compared against a within-groups sum of squares of 35.06, df of 239, and mean square of 0.15, yielding a total sum of squares of 126.7 with 243 total degrees of freedom, resulting in a computed F value of 156.152* with a significance level (Sig.) of 0.000, which is substantially lower than the conventional alpha level of 0.05, indicating that the observed differences in civic awareness across strata of social awareness are highly significant and cannot be attributed to random error alone. This high difference in civic awareness among Gen Z respondents with respect to varying levels of social awareness exists because social awareness directly shapes how individuals perceive and respond to their civic duties, such that more socially aware respondents tend to be more attentive to societal issues, more sympathetic to community needs, and more conscious of how their actions affect others, which is reflected in greater civic participation, including joining community projects, volunteering, or advocating for social change, whereas respondents with lower social awareness may exhibit relatively less civic awareness. This finding implies that social awareness can be promoted to increase civic awareness and participation, and that programs designed to cultivate empathy, social responsibility, and awareness of societal concerns will likely produce more community and democratically engaged members of Gen Z, suggesting that social awareness training should be incorporated into civic education by educators, policymakers, and community leaders.

This finding is consistent with recent empirical research demonstrating a close relationship between social awareness and civic participation, particularly among youth. Padilla-Walker et al. (2015) found that higher levels of empathy and prosocial behavior developed during adolescence correspond to higher levels of involvement in volunteerism and community service, indicating that emotional and social competencies play a significant role in cultivating civic responsibility. Flanagan (2017) similarly found that adolescents who develop a high degree of social responsibility and acknowledgment of interdependence have greater likelihood of engaging in civic and political matters. In contrast, Ballard, Hoyt, and

Pachucki (2019), supported by Weinstein (2014), found that despite active involvement in online social discussions, the social awareness of Generation Z youth does not consistently translate into meaningful civic activity, as such discussions often remain confined within peer networks and rarely translate into sustained civic and political behavior, suggesting that social awareness and civic awareness may operate along largely uncoupled tracks among Generation Z rather than as a unified construct flowing in a statistically predictable direction. Based on the obtained F value of 156.152 and a significance level of 0.000, which is less than the 0.05 alpha level, the null hypothesis stating that there is no significant difference in Civic Awareness among the levels of Social Awareness of Gen Z is rejected, underscoring the pivotal role of social awareness in shaping civic consciousness among Generation Z.

Finally, the Pearson *r* analysis revealed significant positive relationships among all three awareness domains of Gen Z. Specifically, Political and Social Awareness of Gen Z yielded a correlation of $r = 0.819^*$ with a significance value of 0.000; Political and Civic Awareness of Gen Z yielded a correlation of $r = 0.834^*$ with a significance value of 0.000; and Social and Civic Awareness of Gen Z yielded a correlation of $r = 0.888^*$ with a significance value of 0.000, all of which are significant at the 0.05 alpha level. These strong correlations among political, social, and civic awareness exist because all three types of awareness are interconnected and mutually reinforcing, with political awareness providing information on governmental structures, rights, and duties that forms a foundation for civic action, and social awareness fostering empathy and concern for societal problems that inspires individuals to act responsibly within their communities, such that a socially conscious and politically informed citizen is more likely to become civically active, while civic activity in turn enhances knowledge of socially and politically relevant issues. This interdependence indicates that political, social, and civic awareness are highly interrelated aspects of Generation Z's overall consciousness, with an increase in one dimension being closely associated with an increase in the others, reflecting the interrelatedness of awareness and engagement among young adults.

Current sources support the notion that political literacy, social justice awareness, and participatory skills are best cultivated within an integrated approach to civic education rather than as standalone competencies. Westheimer and Kahne (2015) found that incorporating critical thinking, social awareness, and participatory experiences into civic education programs leaves students better informed about civic processes and better prepared to participate in democratic life and address societal problems, emphasizing the importance of teaching students not only about existing political systems but also how to analyze emerging societal issues and contribute to their solutions. However, a nationwide survey released by CIRCLE and Protect Democracy (2025) offers a more nuanced perspective, finding that political, social, and civic awareness among Generation Z are not always uniform or congruent, as the analysis did not detect meaningful differences across demographic profiles such as age, sex, rurality, and party affiliation in relation to participation indicators such as voter turnout and presidential vote preference in the 2024 election, and further revealed that these three spheres of consciousness may be significantly disorganized within an individual, such that a person may hold strongly positive attitudes toward democracy and confidence in democratic values while simultaneously exhibiting complacency reflected in minimal civic engagement beyond voting. Based on the obtained correlation coefficients of $r = 0.819$, $r = 0.834$, and $r = 0.888$, all significant at $p = 0.000$, the null hypothesis stating that there are no significant relationships among Political, Social, and Civic Awareness of Gen Z is rejected, confirming that statistically significant and meaningful relationships exist among these three domains and reflecting a holistic pattern of consciousness and engagement characteristic of this generation.

Taken together, the findings of this chapter demonstrate that the 244 Gen Z respondents from Montfort Technical Institute exhibit "High" levels of Political Awareness ($M = 3.87$, $SD = 0.69$), Social Awareness ($M = 4.15$, $SD = 0.73$), and Civic Awareness ($M = 4.06$, $SD = 0.72$),

directly addressing the study's objective of determining the levels of these three awareness domains among Gen Z learners. The Analysis of Variance results further confirmed statistically significant differences in Civic Awareness across the levels of Political Awareness ($F = 101.170$, $p = 0.000$) and Social Awareness ($F = 156.152$, $p = 0.000$), leading to the rejection of both corresponding null hypotheses and affirming that variations in political and social consciousness meaningfully correspond to variations in civic consciousness. Moreover, the Pearson r analysis revealed strong, statistically significant positive relationships among Political and Social Awareness ($r = 0.819$, $p = 0.000$), Political and Civic Awareness ($r = 0.834$, $p = 0.000$), and Social and Civic Awareness ($r = 0.888$, $p = 0.000$), leading to the rejection of the null hypothesis regarding the absence of significant relationships among the three domains. These results collectively address the study's objectives by establishing that Gen Z possesses high levels of political, social, and civic consciousness, that these domains are significantly differentiated across one another, and that they are strongly and positively interrelated, thereby contributing to the broader field of youth civic development by providing empirical evidence, grounded in a Philippine educational setting, of the interconnected nature of political literacy, social consciousness, and civic engagement among Generation Z. These findings provide the empirical foundation for the summary, conclusions, and recommendations to be presented in the succeeding chapter, which translates the statistical relationships and levels of awareness identified in this chapter into actionable insights for students, educators, parents, and policymakers seeking to strengthen civic development among the youth.

CONCLUSION

This survey correlational research aimed to determine the relationship among Political Awareness of Gen Z, Social Awareness of Gen Z, and Civic Awareness of Gen Z. Specifically, the study sought to determine the level of political awareness of Gen Z, the level of social awareness of Gen Z, and the level of civic awareness of Gen Z, as well as to determine whether there was a significant difference in Civic Awareness among the levels of Political Awareness of Gen Z, whether there was a significant difference in Civic Awareness among the levels of Social Awareness of Gen Z, and whether there were significant relationships among Political, Social, and Civic Awareness of Gen Z. Based on these problems, three hypotheses were tested, stating that there was no significant difference in Civic Awareness among the levels of Political Awareness of Gen Z, that there was no significant difference in Civic Awareness among the levels of Social Awareness of Gen Z, and that there were no significant relationships among Political, Social, and Civic Awareness of Gen Z. The participants of this study were two hundred forty-four (244) Junior and Senior High School students out of a total population of six hundred thirty-one (631) enrolled for the current school year, whose levels of Political, Social, and Civic Awareness were assessed using a 28-item researcher-made questionnaire for Political Awareness, a 28-item researcher-made questionnaire for Social Awareness, and a 27-item researcher-made questionnaire for Civic Awareness. The independent variable of this study was the Political and Social Awareness of Gen Z, while the dependent variable was the Civic Awareness of Gen Z. Frequency count, percentage, mean, and standard deviation were utilized as descriptive statistical tools for data analysis, while analysis of variance and the Pearson r were used as inferential statistical tools to determine the significance of difference and relationship, with all inferential analyses set at the 5% level of significance. The major findings revealed that Gen Z demonstrated "high" political awareness, indicating that they were well informed about political issues and current events, though with moderate individual variation in engagement levels; that Gen Z showed "high" social awareness, revealing strong

consciousness of social justice issues, inequality, and community concerns; and that Gen Z exhibited "high" civic awareness, demonstrating a solid understanding of civic responsibilities and community participation. The results further revealed a statistically significant difference in civic awareness across different levels of political awareness, a statistically significant difference in civic awareness across different levels of social awareness, and significant relationships among political, social, and civic awareness of Gen Z.

In light of these findings, it can be concluded that since Generation Z demonstrated a "high" level of political awareness, they were well informed about political issues, systems, and procedures, a condition that carries a range of consequential implications. This heightened awareness increased the likelihood of active civic participation, as politically conscious citizens were more willing to vote in elections, engage in communal dialogue, and take part in communal events, while also fostering more knowledgeable and critical decision making that allowed them to evaluate political candidates, strategies, and proposals more objectively and thus become less susceptible to misinformation. A politically conscious population also tends to demand greater accountability and transparency from government officials, thereby enhancing democratic governance and reflecting a solid foundation of democratic principles such as respect for rights, social responsibility, and justice. Furthermore, Generation Z can become an engine of social and political transformation capable of promoting reform and influencing official policies, although it must be recognized that such political awareness, if not accompanied by open mindedness and respect for differing views, could also result in more entrenched opinions and contribute to political polarization. On the whole, this outcome points to an activated and empowered generation with the potential to meaningfully shape the future of society and governance.

Similarly, since Generation Z demonstrated a "high" level of social consciousness, this implies a strong awareness of social issues such as inequality, environmental concerns, cultural diversity, and social justice. This awareness is often characterized by greater empathy and sensitivity to the experiences and needs of others, which can contribute to more open and respectful social interactions, and socially conscious individuals are more inclined toward community involvement, advocacy, and volunteerism that lead to societal improvement. Such awareness may also shape personal values and behaviors, as these individuals become more willing to promote ethical conduct, sustainability, and the questioning of social injustices, positioning Generation Z as a significant contributor to social change through raising awareness, shaping public opinion, and supporting causes or movements aimed at resolving pressing societal problems. At the same time, a high level of social awareness can generate heightened emotional reactions or strongly held opinions that, without a balance of critical thinking and open discussion, may lead to social tension or disagreement. Overall, this finding suggests that Generation Z holds strong potential to become active participants in positive social change, working toward a more equitable and socially responsible future.

In the same manner, the "high" level of civic awareness observed among Generation Z implies a strong understanding of their roles, rights, and responsibilities as members of society, a consciousness that typically translates into increased readiness to engage in civic action such as community service, social programs, and nation building efforts. Consequently, there is an increased likelihood that these individuals will make positive contributions to their communities, demonstrating responsibility, cooperation, and concern for the common good. Civic awareness also fosters appreciation for laws, democratic procedures, and institutions, thereby reinforcing social order and stability, while promoting participation in resolving community problems through grassroots solutions and community-based governance. Moreover, this level of awareness can cultivate a sense of leadership among youth, encouraging them to assume roles capable of transforming societal conditions, although, as with other forms of awareness, it may also develop into a critical or negative view of institutions, which can be

constructive when channeled responsibly but may lead to dissatisfaction when not grounded in adequate knowledge and involvement. Comprehensively, this finding indicates that Generation Z has the potential to develop into responsible, participatory community members capable of making substantial contributions to societal development and the sustainability of democracy.

The finding of a significant difference in civic awareness among the levels of political awareness implies that civic awareness is directly affected by the degree of political awareness possessed by an individual, such that as political awareness rises or falls, civic awareness tends to follow a similar pattern. This suggests that more politically minded individuals tend to be more civically minded as well, exhibiting a greater sense of responsibility, involvement in community activities, and participation in societal issues. This relationship underscores the relevance of political awareness in building responsible and active citizenship, indicating that improvements in civic involvement and community participation can be achieved through the enhancement of political knowledge and understanding. This outcome carries important implications for education and policy, highlighting the necessity of intensifying political education initiatives to develop both political and civic skills among young people, while also suggesting that individuals with lower political awareness may exhibit weaker civic engagement, potentially limiting their contribution to societal development. In general, this finding underscores the inseparability of political and civic consciousness and the importance of deliberately cultivating both in order to raise mindful, conscientious, and involved citizens.

Likewise, the significant difference found between the levels of civic awareness and social awareness suggests that the extent of an individual's social awareness directly influences the extent of their civic awareness, such that civic awareness varies considerably as social awareness rises or falls. Individuals who are more socially conscious, more aware of societal issues, cultural diversity, and social responsibilities, are more likely to demonstrate increased civic engagement, including participation in community activities, support for social causes, and service toward the common good. This finding underscores the significant role of social awareness in the formation of responsible and participative citizenship, indicating that community-based learning and education can raise civic awareness and subsequently encourage active participation in community events, whereas individuals with lower social awareness may show reduced civic participation and weaker community engagement, with corresponding implications for broader societal development. Overall, this observation emphasizes that social awareness and civic awareness are mutually dependent constructs, such that the enhancement of one can beneficially influence the other, contributing to a more active, responsible, and socially conscious generation.

Finally, the significant relationship found among political, social, and civic awareness among Generation Z demonstrates that these three variables are highly intertwined and mutually influential, such that a change in one dimension of awareness tends to be accompanied by a corresponding change in the others. For instance, politically conscious individuals also tend to be socially conscious and civically engaged, suggesting that these dimensions do not develop in isolation but rather as interconnected components of a larger system of consciousness. This finding implies that cultivating one form of awareness, such as political awareness, through education or media exposure, can positively influence the development of social and civic awareness as well, carrying significant implications for educational institutions and educators, who are encouraged to integrate political education, social education, and civic education into a unified strategy rather than treating them as distinct fields. Such integration can produce more balanced individuals who are not only aware of societal conditions but also motivated to actively participate as members of their communities and the nation at large. Furthermore, the high level of engagement observed across all three domains suggests that

Generation Z can become a highly engaged and socially responsible population capable of participating in democratic processes, promoting social change, and demonstrating genuine concern for their communities. At the same time, this interconnectedness implies that a deficiency in one dimension, such as a lack of political awareness, could adversely affect the others, potentially constraining overall civic activity, underscoring the need for the process of raising awareness to be approached holistically and sustained over time.

Building on these conclusions, it is recommended that Gen Z translate their political awareness into concrete action by moving beyond the mere consumption of information toward active participation, such as voting, joining civic organizations, or championing causes they care about, recognizing that even seemingly small individual involvement can contribute meaningfully to broader societal change. Teachers and schools are encouraged to design curricula that build upon students' existing awareness of current events as a foundation for understanding governmental systems, history, policymaking processes, and democracy as a whole, while fostering classroom environments where political discussion is not only encouraged but structured to move students beyond superficial judgments toward critical thinking, evidence based argumentation, and openness to diverse opinions, and to employ differentiated instruction that challenges highly engaged learners with more complex political inquiry while offering accessible entry points for less engaged learners through personally relevant topics and interactive pedagogies. Parents are encouraged to discuss current events and politics at home with their children, reinforcing the understanding that awareness alone is not equivalent to participation, and to recognize and address any political disillusionment their children may experience rather than dismissing it outright, since validating such concerns can serve as a first step toward re-engagement. Policymakers are encouraged to focus on eliminating structural barriers to youth engagement by simplifying voter registration and improving access to civic infrastructure in underserved communities, to design policies that are responsive to the concerns of Gen Z, particularly those related to institutional trust, and to demonstrate that their input meaningfully influences governance, while investing in youth oriented civic programs that provide genuine rather than symbolic roles in policymaking.

With respect to social awareness, it is recommended that Gen Z translate their heightened social consciousness into action by ensuring that their everyday decisions, communities, and platforms reflect their existing values, and by embracing diversity within their own generation through the active inclusion of less engaged peers, recognizing that expanding the movement strengthens it. Teachers and schools may design learning environments that acknowledge, validate, and productively channel this awareness while accounting for the variation that exists across students. Parents are encouraged to take a proactive role in shaping this awareness and in helping their children develop the emotional capacity and practical skills needed to convert awareness into healthy and sustainable participation, including providing safe spaces to process the anger, sadness, anxiety, or helplessness that often accompany awareness of social suffering and injustice, teaching coping mechanisms for managing difficult emotions, and modeling how adults can remain committed to social values while preserving their own psychological well-being. Policymakers are encouraged to create and invest in socially focused youth programs that offer formalized pathways for converting awareness of inequality into practical community change and leadership, while addressing systemic obstacles such as insufficient funding for youth organizations, limited mentorship opportunities, and inaccessible community resources that hinder the translation of social awareness into social action.

In terms of civic awareness, it is recommended that Gen Z recognize the relevance of civic responsibilities in their daily routines, participating not only in major elections but also in local governance where they can exert direct influence, and striving to institutionalize civic engagement as an ongoing practice rather than a reactive response to crisis, understanding that

genuine civic character is rooted in consistent good faith action rather than mere intention. Teachers and schools are encouraged to move beyond introductory civics lessons toward deeper civic learning that provides substantive insight, practical skills, and authentic engagement, offering students real rather than simulated opportunities to address genuine community challenges, collaborate with local stakeholders and organizations, influence actual decisions or outcomes, and witness the tangible impact of their efforts. Parents are encouraged to actively support the translation of civic awareness into sustained civic action by helping their children develop the skills, sense of efficacy, and values necessary for lifelong engaged citizenship, treating their children as legitimate civic actors whose perspectives are worthy of consideration rather than dismissing their contributions as products of inexperience, and engaging them in discussions about community involvement and civic opportunities. Policymakers are encouraged to formalize youth civic participation through mechanisms such as youth councils, student representation on local councils, and participatory budgeting, ensuring that Gen Z is granted a genuine rather than symbolic role, while developing policies that address practical barriers to youth involvement, including flexible scheduling, outreach to underserved communities, and incentives for organizations that actively engage youth in governance processes.

Given the significant relationship between political and civic awareness, it is recommended that Gen Z deepen their understanding of governmental operations, policymaking processes, and current political issues in order to become more effective and informed participants in democratic life. Teachers and schools are encouraged to design lessons that impart political knowledge and civic skills simultaneously rather than as separate subjects, demonstrating how political understanding can inform civic behavior, such as by having students examine local legislation before attending a city council meeting, or by researching the lawmaking process before participating in an advocacy campaign, thereby illustrating the connection between politics and civic life in a concrete and realistic manner. Parents are encouraged to teach their children about political processes through discussions of current events and governmental structures, as the political knowledge gained through such conversations better prepares children for civic life. Policymakers are encouraged to develop and fund comprehensive civic education programs that integrate political learning with opportunities for societal participation, treating political knowledge not as a mere academic subject but as a prerequisite for informed citizenship, with fiscally sound programs that provide youth with genuine opportunities to apply political knowledge in real world activities, enabling the simultaneous development of both competencies.

Given the significant relationship between social and civic awareness, it is recommended that Gen Z recognize that civic awareness is most effectively developed through sustained attentiveness to social justice, inequality, and community needs. Teachers and schools are encouraged to prioritize the cultivation of social awareness through social-emotional learning, diversity education, service-learning involving genuine community engagement, and lessons centered on social justice, creating classroom environments that foster empathy, exposure to diverse perspectives, and understanding of different backgrounds through literature, discussion, community partnerships, and direct exposure to societal issues, thereby demonstrating that civic education cannot exist independently of social consciousness but rather depends upon it as a foundation. Parents are encouraged to expose their children to diverse experiences, foster friendships across different backgrounds, engage with communities in need, and hold open discussions about social issues, as such exposure cultivates the consciousness necessary for civic participation. Policymakers are encouraged to invest in youth focused initiatives that build social awareness, including service-learning, diversity projects,

community action programs, and emotional learning courses, thereby acknowledging that social consciousness serves as a critical motivating factor for civic engagement and a foundational element of a healthy democracy.

Finally, given the significant relationship among social, political, and civic awareness of Gen Z, it is recommended that efforts to enhance any one of these dimensions be pursued in ways that simultaneously benefit the others, with the overarching goal of achieving holistic civic development that improves civic awareness, social values, and civic engagement abilities in an integrated rather than isolated manner. Teachers and schools are encouraged to deliver civic lessons that simultaneously strengthen political knowledge, social awareness, and civic skills within the same learning experiences rather than treating government, social studies, and service-learning as separate subjects, presenting students with authentic community problems that can be examined through political, systemic, and social lenses while practicing meaningful participation, thereby allowing learners to experience the natural interconnections among these fields. Parents are encouraged to support their children's civic development by engaging in family activities that combine political discussion, social awareness, and volunteerism, such as discussing how current events affect people while volunteering together in community service. Policymakers are encouraged to invest in community-based youth programs that provide genuine opportunities for the simultaneous development of political knowledge, social consciousness, and civic competencies. Future researchers are encouraged to examine how the relationships among political, social, and civic awareness evolve as members of Generation Z age, in order to determine whether this interconnected awareness remains stable, strengthens over time, or varies as individuals progress through different life stages and contexts.

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